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EXPECTATIONS OF FRENCH PROFICIENCY,
BILINGUAL EMPLOYMENT, SERVICES
AND FRANCOPHONE REACTION

by

Ⓒ M. JOYCE BOOTH

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
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FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a dissertation entitled Expectations of French Proficiency, Bilingual Employment, Services and Francophone Reaction submitted by M. Joyce Booth in partial fulfilment of the requirements for the degree of Doctor of Philosophy.

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Date October 14th, 1978.

ABSTRACT

This study determined and compared expectations of students, parents and teachers in selected areas of French instruction and interaction, and opinions with respect to French instruction. An 84-item questionnaire was developed and administered to three Saskatchewan groups: students of French as a second language in grades 7 to 12 in rural and urban schools; parents of students of French in grades 7, 9 and 12; and teachers of French. The data on returns from 1711 students, 450 parents and 128 teachers were cross-tabulated and subscores, one for each of the following areas, were determined: performance proficiency (aural comprehension, oral expression, reading comprehension, written expression), bilingual employment (service to others), services expected in English (in Canadian French language areas), Canadian francophone reaction (general and specific), bilingual employment and social adaptability (service to oneself), affective behaviour and opinions of the French course.

There was a significant difference in the expectations of students, parents and teachers in performance proficiency. In this area teachers held the highest expectations of the three groups. Students held lowest expectations for reading and writing; parent expectations were lowest in aural-oral skills. Expectations of French proficiency diminished by ascending grade level. Female expectations exceeded those of males, and urban students, those of rural students

Responses differed on the subsequent subtests in this study. Students held the lowest expectations on subtests of: bilingual employment

(service to others), services in English in a Canadian francophone area, Canadian francophone reaction (general and specific), and affective behaviour. Students and parents held the highest expectations for bilingual employment and social adaptability (service to oneself). Parents, however, held the highest expectation for services in English in a Canadian francophone area and Canadian francophone reaction (general and specific). Teachers held the highest expectations in the areas of bilingual employment (service to others) and affective behaviour, and the lowest expectations for bilingual employment and social adaptability (service to oneself).

Respondents gave generally positive reactions to French courses and programs which they had taken. A majority reported that the French program, even though it did not completely fulfill expectations, did serve as a basis for future study. They stated that native speakers of French could best help them with communication by speaking more slowly. Most respondents noted that experiences in classroom participation did not cause excessive difficulty. Parents and students agreed that facility in French could be maintained after graduation from secondary school; whereas only half of the teachers agreed.

All groups cited lack of time as the major source of frustration experienced in learning French. In spite of the limitation of the French program, most of the students indicated that their expectations for achieving competency in French could be realized. About half of the parents agreed, while most of the teachers completely disagreed with this position.

The study selected groups of respondents representing those with the highest and the lowest expectation scores. An examination of these profile responses tended to confirm the findings reported for the questionnaire.

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CHAPTER I

BACKGROUND TO THE PROBLEM

In 1965, the Preliminary Report of the Royal Commission on Bilingualism and Biculturalism reported the existence of a linguistic and cultural crisis, "which, if it should persist and gather momentum . . . could destroy Canada."[1] The Commission provided this observation:

> The ways in which important public and private institutions now operate strongly dissatisfy a very significant part of the Canadian population, while the other part remains largely indifferent to the situation, or does not even know of its existence.[2]

Further, dissatisfaction was expressed with the shortage of qualified teachers of English or French as a second language. These two facts, the Report stated, contributed to the "poor" performance of second language students.[3] This report and other recent events resulted in the enunciation of greater expectations of the nature and level of the performance of graduates from courses of English or French as a second language.

In response to these initial criticisms and changing expectations, a number of steps were taken. In 1968-69, with the passage by Parliament of the Official Languages Act, Canada embarked upon a program of institutional French-English bilingualism at the federal level. This institutional bilingualism was based on two principles: 1) all Canadian citizens had the right to deal with the federal government in the official language of their choice, and 2) all federal public servants had the right to work in the official language medium of their choice.[4] As a result the Official Languages Act, by attempting to accommodate both those receiving and rendering federal public services, increased the demand for bilingual public servants.

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[1] A Preliminary Report of the Royal Commission on Bilingualism and Biculturalism, Queen's Printer, Ottawa, 1965, p. 1.

[2] *Ibid.*, p. 133.

[3] *Ibid.*, p. 68.

In order to define and meet this new demand, government actions taken since the Commission Report included the creation of an office of Commissioner of Official Languages, the launching of Intensive Language Training Programs for federal public servants, the sponsorship of supplementary studies under the aegis of the Royal Commission, the provision of bursaries for teachers and students of the "other" official language, and the establishment of a host of special projects in bilingual studies under joint federal-provincial sponsorship.

By 1972, it was estimated that 25,000 federal positions were identified as bilingual. Within three years, this estimate was raised to 54,915, but in reality only 53 per cent of the incumbents of these positions were bilingual. This left some 21,000 federal civil servants who required training in the other official language to meet job criteria. Of these 21,000 incumbents, the majority were Anglophone.[5]

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[4] Bilingualism, Biculturalism and Education, S. T. Carey (ed.), University of Alberta, 1974, p. 6. (K. Spicer -- Notes for a Speech).

[5] Commissioner of Official Languages, Fourth Annual Report, K. Spicer, Information Canada, Ottawa, p. 15.

As figures in Table 1 indicate, the majority of bilingual federal government positions in 1974 was located in the National Capital Region, in Quebec and in Ontario (51,836 or 94.3 per cent of regional positions). Within Saskatchewan only 95 of the 8,143 federal positions were identified as bilingual with another seven positions designated as "French essential."

These figures would seem to indicate a low priority for French instruction in Saskatchewan schools if justified on the basis of satisfying federal government job requirements. However, the high mobility rate of the anglophone Canadian population contradicts the idea that Saskatchewan-educated students generally enter the employment force of that province. Between 1956 and 1971, the average gross inter-provincial population movement ranged from 375,000 to 435,000 persons annually. From 1968 to 1971, the provinces which showed net population gains from inter-provincial mobility were: Ontario 34,983; British Columbia 28,724; Alberta 5,878.[6] Such population shifts indicate that students of the Saskatchewan school system might seek federal civil service positions in regions of Canada where bilingualism is a more pressing requirement. Supporting evidence for the high mobility rate in the Saskatchewan population was reported by Scharf in 1974. He found that the population retention of 29-year-olds in Saskatchewan averaged only 53.39 per cent of the cohorts over a seven year period.[7]

Francophone Canadians in contrast generally have been far less

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[6] Z. Zsigmond, The Effect of Changing Population Trends on Elementary-Secondary Education (Ottawa: Statistics Canada, June 6, 1975), pp. 16-17.

[7] M. P. Scharf, "A Report on the Declining Rural Population and the Implications for Rural Education" Report #17, 1974, p. 101. Saskatchewan School Trustees Association.

TABLE 1

TABLE A[8]: LINGUISTIC STATUS OF POSITIONS IN THE PUBLIC SERVICE OF CANADA, BY REGION (NOVEMBER 1974)

REGION	BILINGUAL		ENGLISH ESSENTIAL		FRENCH ESSENTIAL		ENGLISH OR FRENCH		TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%
British Columbia	218	0.8/ 0.4*	27,072	99.1/ 15.6	40	0.1/ 0.1	3	0.0/ 0.0	27,333	100.0/ 9.5
Alberta	249	1.4/ 0.5	18,100	98.5/ 10.4	21	0.1/ 0.1	2	0.0/ 0.0	18,372	100.0/ 6.3
Saskatchewan	95	1.2/ 0.2	8,040	98.7/ 4.6	7	0.1/ 0.0	1	0.0/ 0.0	8,143	100.0/ 2.8
Manitoba	301	2.5/ 0.5	11,852	97.2/ 6.8	37	0.3/ 0.1	5	0.0/ 0.0	12,195	100.0/ 4.2
National Capital Region	36,646	44.1/ 66.7	22,233	26.8/ 12.8	4,198	5.0/ 11.5	19,981	24.1/ 84.6	83,058	100.0/ 28.8
Ontario	2,223	3.7/ 4.0	56,198	94.5/ 32.4	202	0.4/ 0.6	841	1.4/ 3.6	59,464	100.0/ 20.6
Quebec	12,967	27.6/ 23.6	592	1.3/ 0.3	31,834	67.8/ 87.0	1,529	3.3/ 6.5	46,922	100.0/ 16.3
New Brunswick	1,576	19.3/ 2.9	5,483	67.3/ 3.2	138	1.7/ 0.4	955	11.7/ 4.0	8,152	100.0/ 2.8
Prince Edward Island	33	2.4/ 0.1	1,357	97.3/ 0.8	2	0.1/ 0.0	3	0.2/ 0.0	1,395	100.0/ 0.5
Nova Scotia	486	3.0/ 0.9	15,418	94.9/ 8.9	60	0.4/ 0.2	279	1.7/ 1.2	16,243	100.0/ 5.6
Newfoundland	35	0.7/ 0.1	4,900	99.2/ 2.8	3	0.1/ 0.0	0	0.0/ 0.0	4,938	100.0/ 1.7
Northern Canada	21	0.9/ 0.0	2,204	97.5/ 1.3	9	0.4/ 0.0	26	1.2/ 0.1	2,260	100.0/ 0.8
Outside Canada	65	33.1/ 0.1	105	53.6/ 0.1	19	9.7/ 0.0	7	3.6/ 0.0	196	100.0 0.1
TOTAL	54,915	19.0/100.0	173,554	60.1/100.0	36,570	12.7/100.0	23,632	8.2/100.0	288,671	100.0/100.0

SOURCE: Treasury Board Secretariat.

* The 218 bilingual positions in British Columbia represent 0.8% of all positions in that region and 0.4% of all bilingual positions. (The same explanation holds true for the other columns of percentages.)

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[8] Commissioner of Official Languages, Fourth Annual Report, Spicer, K., Information Canada, Ottawa, p. 392.

mobile than their anglophone counterparts. Morrison reported "French-Canadian employees are much less willing to move than their English-speaking counterparts."[9] Thus, it would seem impractical to consider filling the bilingual federal positions throughout Western Canada with bilingual French language Canadians from eastern provinces.

Public concern within at least three areas of bilingualism as it was described in the Official Languages Act is important to the present study. The Fourth Annual Report of the Official Languages Commissioner in 1974 noted an increasing number of complaints related to the lack of qualified bilingual federal civil servants. The report listed 1,869 complaints registered during the 36 month period from 1970-73, and 1,655 complaints in only 21 months from 1973 to 1974.[10] This was an increase of approximately 15.0 complaints per month during the second period under review.

A second public concern relates to the decreasing enrolments in French language classes at the secondary school level. In Saskatchewan in 1970-71, 69 per cent (77,928 students) of the total secondary school population was enrolled in a French course (Table 2). By 1974-75, the secondary student enrolment in French courses had dropped to 55.5 per cent (57,546 students). This was an enrolment decrease of 13.5 per cent over a five year period. During the same period, enrolment in French courses at the secondary level across Canada fell by nearly 21 per cent.[11]

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[9] Corporate Adaptability to Bilingualism & Biculturalism, R. N. Morrison, Queen's Printer, Ottawa, p. 109.

[10] Commissioner of Official Languages, Fourth Annual Report, 1973-74, K. Spicer, Information Canada, Ottawa, p. 44.

[11] Ibid., p. 29.

TABLE 2

MINORITY LANGUAGE* ENROLMENT AS SECOND LANGUAGE, SECONDARY LEVEL, 1970-71, 1974-75

	MINORITY LANGUAGE AS SECOND LANGUAGE			
	School Enrolment	Enrolment	%**	% of Instruction Time Devoted to Second Language
Newfoundland				
1974-75	63,000	32,902	52.2	10.2
1970-71	59,318	37,895	63.9	9.8
Prince Edward Island				
1974-75	14,160	8,958	64.7	10.8
1970-71	13,305	10,794	83.0	10.4
Nova Scotia				
1974-75	91,960	57,764	64.2	11.9
1970-71	88,179	59,955	70.0	13.4
New Brunswick				
1974-75	83,280	39,318	69.9	12.9
1970-71	80,734	42,708	78.2	11.7
Ontario				
1974-75	609,667	189,426	32.7	13.1
1970-71	556,913	252,496	47.5	13.1
Manitoba				
1974-75	110,130	43,843	41.2	11.3
1970-71	110,028	58,389	55.3	10.4
Saskatchewan				
1974-75	103,933	57,546	55.5	11.2
1970-71	113,094	77,928	69.0	10.0
Alberta				
1974-75	206,852	63,291	31.5	10.2
1970-71	197,599	80,607	42.0	10.5
British Columbia				
1974-75	217,000	96,532	44.5	11.6
1970-71	190,249	127,293	66.9	11.5
Total (9 Provinces)				
1974-75	1,499,982	589,958	41.3	11.9
1970-71	1,409,419	748,065	55.7	11.7
Quebec				
1974-75	611,095	520,225	100.0	16.2
1970-71	642,301	543,966	99.9	14.2

TABLE 2 (Continued)

MINORITY LANGUAGE* ENROLMENT AS SECOND LANGUAGE, SECONDARY LEVEL, 1970-71, 1974-75

SOURCE: Statistics Canada Figures for 1974-75 are preliminary estimates drawn from information provided by provincial departments of Education.

* Minority language is English in Quebec and French in all other provinces.

** Percentages shown in the table indicate for each of the years 1970-71 and 1974-75 the degree of participation in learning of the second language and do not measure changes in participation over the five years. This explains why the five-year drop in enrolment in French as a second language is actually nearly 21% rather than the 14.4% column 3 seems to indicate.

The most politically sensitive issue surrounding the question of second language training for federal civil servants has been that of cost. One parliamentarian has changed that "the government is wasting a lot of money on the program. Costs have risen," he stated, "from 11.4 million in 1969-70 to an estimated 105.2 million in 1974-75."[12] The Official Languages Commissioner was sensitive to the financial question when in his 1974 Report he reiterated the theme of "more bilingualism . . . for a buck."[13]

Rising costs, the slowly increasing number of qualified bilingual federal civil servants, and public apathy bordering on resentment towards learning a second official language reinforce the seriousness of the crisis of language and culture in Canada. Pressures have been directed towards elementary and secondary schools to assume a greater responsibility for providing bilingual programs to all students. Performance of the school system in the past has not been outstanding either in numbers of students enrolled or in time devoted to second language instruction (Table 2). Before schools can make a positive contribution to solving the language issue more information is required about peoples' expectancies, attitudes and aspirations as members of a bilingual society. This study was one attempt to add to the body of knowledge concerning second language instruction in the secondary school system.

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[12] Saskatoon Star Phoenix, December 14, 1974, p. 25.

[13] K. Spicer, Commissioner of Official Languages, Fourth Annual Report (Ottawa: Information Canada, 1973-74), pp. 8, 33.

RATIONALE AND PURPOSE

Perceptions and expectations held by various sectors of the public function as one of the determinants of objectives of the curriculum development process both in the content that is taught and in the techniques of teaching. If discrepancies exist between expectations for second language programs and student achievement levels in these programs, the implications may be significant for educators. In the absence of a body of literature concerning expectations for French language instruction in Saskatchewan schools, it was deemed worthwhile to explore the area empirically.

This study proposed to describe and compare expectations and opinions of French instruction programs in Saskatchewan secondary schools among three closely related groups: students of French; parents of students of French; and teachers of French. The study also identified demographic and experiential variables which may have influenced perceptions, expectations and opinions.

NEED FOR THE STUDY

This study was considered particularly significant at a time when the Canadian people and governments at all levels confronted important questions of bilingualism, multiculturalism and unity. Expectations of second language instruction programs were being influenced by the broader issues and were at the same time being directed towards schools as the agencies through which expectations could be realized.

Within the Official Languages Act the Federal government articulated an urgent need for federal bilingual services in the two official languages of Canada. However, no large-scale studies have been conducted to determine future needs of either provincial governments or private industry for employees with competencies in the two languages. If bilingual services are to be required in these sectors in the future, it will be a major responsibility of the schools to provide second language graduates with the appropriate skills.

Although specific expectations of various sectors of the public have not been ascertained, dissatisfaction expressed by various groups has indicated that unspoken expectancies may have been only partially met by instructional programs that have existed. Diminished enrolments of students in courses of French instruction may be indicative of unfulfilled expectations.[14] In a 1970 study[15] Korpan found that while 51 per cent of her sample held favorable or very favorable attitudes towards the learning of French, the remaining 49 per cent held unfavorable or very unfavorable attitudes. Student comments on the French course included: French was boring due to a lack of variety in method, classes were too crowded and should be smaller, and a longer time allotment for learning French would be desirable. Institutions of higher learning generally have dropped the second language prerequisite for entrance, and departments of education in recent years have usually permitted a wide variety of options at the secondary level.[16] Apprehension has been expressed that too little is being done to emphasize the growing demand for people with dual language proficiency.[17]

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[14] Ibid., p. 29.

[15] Korpan, S. M., "Student Attitudes and Motivation Toward the Learning of French as a Second Language" (unpublished M.Ed. thesis, University of Saskatchewan, Saskatoon, 1970), pp. 89, 91.

A repeated complaint of society at large has been that students are not fluent at the end of their second language study.[18] Teachers of French have become frustrated with the multiplicity of expectations by which their students have been judged in the larger society. "A teacher may have to adapt to a new concept of language teaching every few years. . . during this period of change, the aims, methods and teaching aids may not be integrated into a unified programme."[19]

Before concrete actions are possible to increase satisfaction among the students, parents and teachers most closely involved with programs of French instruction, it is essential to determine the expectations that are held by the different groups, and the degree to which programs are perceived as meeting those expectations. This study sought to identify the expectations and discrepancies in a search for direction in school programs.

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[16] K. Spicer, Commissioner of Official Languages, Fourth Annual Report (Ottawa: Information Canada, 1973-74), pp. 30-31.

[17] Report of the Ministerial Committee on the Teaching of French (Ontario: Ministry of Education, November, 1974).

[18] Report of the Royal Commission on Bilingualism and Biculturalism, Book II, Education (Ottawa: Queen's Printer, 1968), p. 199.

[19] Ibid., p. 206.

DEFINITION OF TERMS

Expectation: For the present study expectation was used in a sense similar to that of Brookover's educational plans, i.e., what one thinks is really going to happen. Brookover distinguished between educational aspirations and educational plans. Aspirations were defined as wishes or desires (I would like to graduate from high school). Educational plans were defined as a person's perceptions of what he will be doing or will have accomplished at some future date (I expect to graduate from high school).[20]

In this study, therefore, an expectation was a statement in which the degree of probability of occurrence of the situation or event in question was perceived by the respondent as being relatively high or low. For interpretive purposes the rating of high expectation was given to the responses "quite well" and "very well." The responses "not at all" and "a little" were rated as a low expectation. In some cases the two high and the two low responses were summed to arrive at overall "high" and "low" expectation scores.

Expectation of performance: A statement of the perceived degree of probability (high or low) of being able to execute certain skills in

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[20] W. B. Brookover et al., "Educational Aspirations and Educational Plans in Relation to Academic Achievement and Socioeconomic Status," School Review, Vol. 75, 1967, Chicago Press, p. 392.

(a) aural comprehension in French

(b) oral expression in French

(c) reading comprehension in French

(d) written expression in French.

Expectation of competency in bilingual employment (service to others): A statement of the perceived degree of probability of being able to perform certain skills in French in bilingual job situations which serve the public.

Expectation of services to be offered in English in French-speaking areas of Canada: A statement of the perceived degree of probability that certain services will be provided in English in a Canadian French language area.

Expectation of Canadian francophone reaction to the student's Grade 12 level of performance in French: A statement of the perceived degree of probability of the response of Canadian native speakers of French to the French language skills demonstrated by the non-native speaker of French who has completed the grade 12 French course.

Expectation of employment (service to oneself) and social adaptability: A statement of the perceived degree of probability of being able to perform certain skills in French in a job or social situation where oneself is the beneficiary.

Expectation of affective behaviour: A statement of the perceived degree of probability of manifesting certain emotional responses in interaction with others.

Opinion: "A verbal expression of some belief, attitude or value."[21]

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[21] International Encyclopedia of the Social Sciences (Macmillan Co., 1968), p. 455.

I.Q. Score: The score obtained by a student on one of the following tests of mental proficiency:

Lorge-Thorndike	Wisconsin
Otis	Kuhlmann-Anderson
Pintner-Cunningham	Science Research Associates
Dominion	Detroit
Stanford-Binet	

It was necessary to accept as data all of the above-mentioned types of I.Q. scores which were used in one or more of the schools participating in this research.

Societal Expectations Survey (SES): A Likert-type questionnaire developed for this study which was composed of eleven subtests, each employing a four-point scale. The questionnaire consisted of 84 items. Form A (student's questionnaire) contained 14 additional items on biographical data. Form B (teacher's questionnaire) and Form C (parent's questionnaire) were parallel to Form A on items 1 to 84 but included suitable changes for biographical data, in items 85 to 98 for Form B, and items 85 to 95 for Form C.

STATEMENT OF THE PROBLEM

The problem of this study was to ascertain and compare the expectations for, and opinions on, selected areas of French instruction and interaction held by Saskatchewan students of French, parents of students enrolled in French programs, and teachers of French. The investigation of expectations focused on the perceptions of competencies and affective behaviour to be brought by the individuals to social and employment interactions with Francophones in both anglophone and francophone milieus. The second focus centred around obtaining a statement of opinions on the adequacy of the French program as offered in selected Division III and IV schools in Saskatchewan. The determination of whether or not any differences in expectations and opinions among the three groups of respondents were related to selected demographic variables constituted the third focus of the study.

SPECIFIC PROBLEMS

The areas under study fell into three categories, for each of which the study groups were: students of French in grades 7 to 12; parents of students of French in grades 7, 9 and 12; and teachers of French in Saskatchewan.

The three major categories and the sub-problems within each were as follows:

Category A - Expectations for Competencies and Affective Behaviour:

Question 1.* What are the expectations of performance in French of students of French, parents of students of French, and teachers of French at the end of the grade 12 French course with regard to

1.1 aural comprehension

1.2 oral expression

1.3 reading comprehension

1.4 written expression?

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*Each specific question is referred to in the remainder of the report by both its question number and specific reference group or variable designation, e.g., Question 1.1 refers to the Question 1 as applied to group 1, i.e., the students; Question 1.2 refers to Question 1 as applied to group 2, the parents, etc.

Question 2. What are the expectations of competency to fulfill bilingual employment qualifications in service to others at the end of the grade 12 French course?

Question 3. What are the expectations of services to be provided in English (and the quality of that English) in a French language area of Canada?

Question 4. What are the expectations of Canadian francophone reaction (general and specific) to the grade 12 level of French?

Question 5. What are the expectations of the competency of a graduate of grade 12 French to fulfill bilingual social and employment demands in French?

Question 6. What are the expectations of affective behaviour and commitment of a student at the end of grade 12 French course in interaction with others?

Question 7. What are the opinions with respect to the French course and associated learning conditions?

Category B - Expectations, Demographic Variables, and Opinions

Question 8. To what extent could differences in expectations as expressed by students of French be attributed to:

8.1 grade level

8.2 sex

8.3 rural urban location?

Question 9. To what extent could differences in expectations as summarized in profiles of the three participant groups be attributed to opinions of the French program?

Category C - Expectations, Study Group Profiles and Demographic Variables

Question 10. To what extent could differences in expectations of student profile groups be attributed to:

10.1 grade level, sex and rural urban location
10.2 home language
10.3 age
10.4 I.Q.
10.5 general achievement
10.6 French achievement
10.7 contact with native French speakers
10.8 years of French study
10.9 desire to continue French
10.10 rating of French program?

Question 11. To what extent could differences in expectations among parent profile groups be attributed to:

11.1 their child's grade level and sex of parent
11.2 home language
11.3 contact with native French speakers
11.4 study of French
11.5 rating of own (parental) French program
11.6 rating of children's French program?

Question 12. To what extent could differences in expectations among teacher profile groups be attributed to:

12.1 grade levels taught and sex
12.2 home language
12.3 contact with native French speakers

12.4 years of teaching experience
12.5 French major
12.6 accredited teacher of French
12.7 rating own spoken French
12.8 rating of own (teacher's) French program
12.9 rating of their students' French program?

Question 13. To what extent could differences in expectations of performance in aural, oral, reading and writing among the three profile groups be attributed to:

13.1 bilingual employment expectations (service to others)
13.2 expectations of English language services to be provided in a French language area in Canada
13.3 expectations of Canadian francophone reaction
13.4 bilingual employment expectations and social adaptability (service to oneself)
13.5 expectations of affective behaviour and commitment
13.6 opinions of the French program?

DELIMITATIONS OF THE PROBLEM

The study was delimited in the following ways:

1. Only ten categories of expectations and one area of opinion were selected, as opposed to general expectations or opinions, or other specific areas.

2. For all subtests except services to be expected in English and opinions of the French course, the subjects were asked to respond with reference to a specific point in time, i.e., the end of the Grade 12 course.

3. The study groups consisted of:

   (a) 1715 students of French in grades 7 to 12 in selected rural and urban schools in Saskatchewan in 1973-74. Only those students studying Le Français International Program were included.

   (b) 452 parents of students of French to whom the student questionnaire had already been administered.

   (c) 128 teachers of French randomly selected from Saskatchewan schools.

LIMITATIONS TO THE STUDY

The following limitations imposed by the instrumentation and sampling were perceived as influencing the generalizability of the results obtained:

1. Two of the sub-groups participating in the study (students and parents) were not chosen by random selection procedures and therefore could not be assumed to be representative of the larger populations.

2. Return of parent questionnaires was 55 per cent and teachers 73 per cent, levels for which generalizability of findings was difficult.

3. Subject responses to questionnaires may have been influenced by the respondents' desire to give socially acceptable responses.

4. Analyses performed on the data were limited by the sensitivity and suitability of the analytical tools used in the study.

5. The volume and complexity of the data made organization, extrapolation and generalization a hazardous process.

ASSUMPTIONS

For the purpose of this study, it was assumed that:

1. Respondents had a sufficient pool of experience to be able to respond to the questions and to understand the meaning of the items as defined previously.

2. Expectations could be ascertained by a paper-pencil questionnaire as opposed to other methods of data collection such as observations of behaviour or interviews.

3. The analytical procedures employed were suitable to the type of data available and the types of questions being explored.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter reviews the literature which formed the conceptual framework and theoretical rationale of the present study. The research literature reviewed from education, psychology and sociology relates to the broad area of expectations and their relationships to behaviours. Research studies and government documents which are included deal more specifically with issues of second language requirements and programs of instruction in Canada.

Literature is reported and discussed within the categories of: (1) expectations; (2) expectations with respect to bilingual competencies; and (3) expectations as curricular input. A summary follows.

EXPECTATIONS

Expectations of Others

In discussing expectancies as determinants of performance in a variety of settings ranging from clerical office work to creative problem solving among college students, Korman reported that "there is a growing body of research literature which is supportive of the general hypothesis that performance is, in part, a function of the expectancies which others have of one's competency and ability."[1] With respect to the school situation, a study of the effects of teacher expectation related to student cognitive performance was conducted over a year with students of grades one to six by Rosenthal and Jacobson, who found such expectancies to function at least in part as a self-fulfilling prophecy.[2] Further research (Rist,[3] Korman,[4] Mazer[5]) tended to substantiate the hypothesis that the expectations of others may be a contributing factor to changes in behaviour.

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[1] A. K. Korman, "Expectancies as Determinants of Performance," Journal of Applied Psychology, 55 (1971), 218.

In a discussion of mastery learning, Bloom presented a similar position and outlined some of its possible consequences.

> Each teacher begins a new term or course with the expectation that about a third of his students will adequately learn what he has to teach. He expects about a third to fail or just to 'get by'. Finally he expects another third to learn a good deal of what he has to teach, but not enough to be regarded as 'good students'. This set of expectations, supported by school policies and practices in grading is transmitted to the students through the methods and materials of instruction. This system creates a self-fulfilling prophecy such that the final sorting of students through the grading process becomes approximately equivalent to the original expectations.[6]

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[2] R. Rosenthal, and L. Jacobson, Pygmalion in the Classroom (New York: Holt, Rinehart and Winston, 1968).

[3] R. C. Rist, "Student Social Class and Teacher Expectations: The Self-Fulfilling Prophecy in Ghetto Education," Harvard Educational Review, 40 (1970), 411-451.

[4] Korman, op. cit.

[5] G. E. Mazer, "Effects of Social-Class Stereotyping on Teacher Expectation," Psychology in the Schools, Vol. 8 (1971), pp. 373-378.

[6] B. Bloom, T. Hastings, and G. Madaus, Handbook on Formative and Summative Evaluation of Student Learning (New York: McGraw-Hill, 1971), p. 43.

Bloom goes on to claim that:

> This set of expectations, which fixes the academic goals of teachers and students, is the most wasteful and destructive aspect of the present education system. It reduces the aspirations of both teachers and students. . .[7]

Popular literature of recent years (Holt,[8] Silberman,[9] Reimer[10]) has outlined the negative consequences of institutional expectations on the level of aspiration of students.

There is, however, another body of information which tends to contradict the view that expectations have a substantial impact on behaviour. Thorndike has attacked Rosenthal's findings as based on "untrustworthy" data and has criticized the inadequate reporting of the raw data and age groups.[11] José and Cody,[12] in a partial replication of the Rosenthal study with grade one and two students only, found that teacher expectancy had little or no effect on student performance. Similar findings in a study conducted with ten first grade classes were reported by Mendels and Flanders.[13]

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[7] Ibid.

[8] J. Holt, How Children Fail (New York: Pitman Publishing Co., 1964).

[9] C. Silberman, Crisis in the Classroom (Toronto: Random House, 1970.

[10] E. Reimer, School is Dead: Alternatives in Education (Garden City, N.Y.: Doubleday & Co., 1971).

[11] R. L. Thorndike, Review of R. Rosenthal and L. Jacobson, "Pygmalion in the Classroom," American Educational Research Journal, 5 (1968), 708-711.

[12] J. José, and J. J. Cody, "Teacher-pupil Interaction as it Relates to Attempted Changes in Teacher Expectancy of Academic Ability and Achievement," American Educational Research Journal, 1 (1971), 39-49.

[13] G. E. Mendels, and J. P. Flanders, "Teachers' Expectations and Pupil Performance," American Educational Research Journal, 10 (1973), 203-212.

Expectations and Self-Perceptions

The literature relating to expectations with respect to self-perceptions also appears to be somewhat contradictory. Theories have used self-concept as a construct in interpreting the behaviour of an individual (La Benne).[14] Among these, the symbolic interactive approach received considerable attention.[15]

Brookover investigated the student's self-concept of academic ability as a school learner. In an experiment that controlled for the effect of intelligence, Brookover, Thomas and Patterson[16] examined the relationship between overall grade point average, grade point average in arithmetic, English, social studies and science, and both general and specific self-concept among 1,050 seventh grade students. All the relationships were found to be both positive and significant for both males and females. Primavera, et al.[17] in a study with 180 fifth and sixth grade students found that all the correlations between self-esteem and academic achievement scores were significant for both the total and female groups, but for the male group only the mathematics score was found to be positively correlated with self-concept. This latter finding contradicted the results of Brookover, et al.

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[14] W. D. La Benne, and B. I. Greene, Educational Implications of Self-Concept Theory (Pacific Palisades, Calif.: Goodyear Publishing Co., 1969).

[15] A. M. Rose, ed., Human Behavior and Social Processes (London: Routledge and Kegan Paul, 1962).

[16] W. B. Brookover, S. Thomas, and A. Patterson, "Self-Concept of Ability and School Achievement," Sociology of Education, 37 (1963-64), 271-279.

[17] L. H. Primavera, W. E. Simon, and A. M. Primavera, "The Relationship Between Self-Esteem and Academic Achievement: An Investigation of Sex Differences," Psychology in the School, 11 (1974), 213-216.

In a study conducted with sophomore students at the college level, Rohr and Ayers[18] found that by the third quarter of the sophomore year, students were able to predict more accurately their level of performance in appropriate major courses at the beginning of the academic term than at the middle or end of the term. It was further reported that there was little difference between high and low achievers in their ability to predict final grade, but subjects who estimated their grades correctly or who underestimated their course grade had higher overall course achievement than subjects who had overestimated their grades. There was also some evidence that personality variables were related to accuracy of prediction but that these variables changed from one academic area to another. These results suggest that self-perceptions may influence ability to predict performance or that achievement level, in turn, may influence self-perception.

Pam[19] investigated the relationship between the student's ego strength as measured by Cattell's Sixteen PF Scale and expectation of counseling assistance for 307 high school seniors. It was found that ego strength was not a significant factor in what the subjects expected of the counselor with respect to counseling assistance.

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[18] M. E. Rohr, and J. B. Ayers, "Relationship of Student Grade Expectations, Selected Characteristics, and Academic Performance," The Journal of Experimental Education, 41, 3 (1973), 58-62.

[19] E. Pam, "Ego Strength, Consistency in Problem Perception and Expectation of Counseling Assistance: A Study in Counselor Role Expectancy" (unpublished Doctoral dissertation, New York University, 1958).

The present study is not concerned with self-perceptions per se. However, as the previous studies have suggested, self-perception may be a factor influencing the responses of the subjects surveyed.

In assessing the results of studies in the area of expectations, it was noted that the research in this field appears to suffer from a lack of clear definition of the term itself. Either there is no definition provided at all or there is a wide range of terminology used. Breton *et al.*[20] employed the following terms as synonyms of expectations: attitudes, educational plans and level of aspiration. Neither Korman[21] nor José and Cody[22] defined the term.

Brookover *et al.*,[23] in a longitudinal study, attempted to delineate the function of educational aspirations and educational plans in relation to academic achievement and socio-economic status among high school students. Brookover defined educational plans as "a person's perception of what he will be doing or will have accomplished at some future date" (e.g., I expect to graduate from high school). Aspirations were defined as "desires of students" (e.g., I would like to graduate from high school).

Brookover found there was a higher correlation at each grade level between educational plans and grade point average than the correlation between educational aspirations and grade point average. The Kendall-Tau rank order correlations of grade point average with aspirations and educational plans, respectively, ranged from 0.35 and 0.30 at the grade 8 level to 0.23 and 0.30 at the grade 12 level. A general lowering of the size of the correlation coefficient with an increasing grade level was found for educational plans. These results suggested that as the student matures he may become more realistic in his perceptions with respect to his own abilities or his evaluation of the difficulty of the goal. The unknown bias in the grade samples, however, made interpretation of the results difficult.

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[20] R. Breton, J. McDonald, and S. Richer, *Social and Academic Factors in the Career Decisions of Canadian Youth* (Ottawa: Information Canada, 1972).

[21] Korman, *op. cit.*

[22] J. José, and J. J. Cody, *op. cit.*

[23] W. B. Brookover, E. L. Erickson, and L. M. Joiner, "Educational Aspirations and Educational Plans in Relation to Academic Achievement and Socioeconomic Status," *School Review*, 75 (1967), 392-400.

In discussing his results, Brookover questioned whether school programs designed to elevate educational aspirations are likely to bring about higher achievement. "'Motivating' a pupil to 'want' to graduate from high school. . . may be quite futile if we view this as sufficient means for enhancing his school achievement."[24] It should be noted, however, that Brookover's sample was rather stringent: males only, who had been in the school district since the eighth grade and had been regularly promoted. Of the two thousand original subjects tested at each grade level as the group progressed through school, the final sample was 377.

Singh[25] conducted a study based on the theoretical approach developed by Brookover and his associates with respect to one factor that could functionally limit the learning of students, namely the student's self-concept of academic ability as a school learner. A variety of measures, including the Michigan State University (MSU) Self-Concept of Academic Ability Scale and the MSU Specific Subject Self-Concept of Academic Ability Scale were administered to 1219 seventh-grade students in Newfoundland. Complete data were available for 161 of the subjects. This low return paralleled that of Brookover's longitudinal study and may have seriously limited any generalizability which could be attributed to the findings. Nevertheless, some of Singh's results warranted examination.

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[24] Ibid., p. 399.

[25] A. Singh, "Self-Concept of Ability Theory and Learning of French as Second Language: Some Empirical Findings." (Paper presented at the Learned Societies' Meeting, Edmonton, Alberta, June, 1975).

The correlation between Self-Concept of Ability and Grade Point Average (GPA) for the males students (N= 69) was found to be 0.49 and for female students (N = 92) was 0.51. Correlations between Specific Subject Self-Concept of Ability and grades in the corresponding subjects ranged from 0.30 in history-geography to 0.66 in French for males and 0.20 in French to 0.61 in history-geography for females. The relatively high positive relationship for males suggested that perceived competence may be a much more critical factor in the learning of French for males than it is for females.

No significant differences were found in the correlations between Specific Subject Self-Concept of Ability, and grades, in each of the subjects, and correlations with self-concept and grades in each subject, an outcome somewhat inconsistent with the earlier work (1964) of Brookover. No significant correlation was found for either males or females between liking of French and GPA, or importance attached to French and GPA. However, males revealed a significant negative correlation between liking of French and French grade (-0.32) but a positive correlation between the importance attached to French and grade in French (0.30).

Statistically significant correlations were found between educational expectations and French grade for females (0.30) but not for males. No statistically significant correlation was found for either group between educational aspirations, occupational aspirations, occupational expectations, and grade in French.

While the correlations between importance attached to French and self-concept, and liking of French and self-concept, failed to attain statistical significance for both males and females, a sizable negative correlation (-0.52) was found between specific self-concept of ability in French for males, again indicating the importance of this variable for success among boys. This did not appear to be the case for girls. Of the six school subjects surveyed, 60 per cent of the girls and 55 per cent of the boys ranked French as the least important subject, and 3 per cent of the girls and 6 per cent of the boys ranked it as the most important. As far as liking of French was concerned, Singh reported that 5 per cent of the females liked French the most and 32 per cent liked it the least, while 6 per cent of the males liked French the most and 37 per cent liked it the least. The result that nearly twice as many students ranked French as least important as opposed to 'least liked' warrants examination in view of the present federal government policies and programs concerning bilingualism as mentioned earlier.

The correlations between teacher and parent perceived evaluation and specific student concept of ability in French were similar for girls (0.51 versus 0.49). For boys, the relationship of teacher assessment was more consistent with self-perception than was that of parents (0.41 versus 0.34). Teacher evaluations also tended to be more closely related to student self-concept of academic ability for girls (0.70) than for boys (0.62) and were higher than those of parents (0.62 and 0.57, respectively). These results suggested that the sex of the student may influence parental and teacher expectations and that differences between parental and teacher perceptions may exist. The present study examined the degree of consistency among student, teacher and parent expectations of behaviour with respect to performance in French, and expectation of the reaction of francophone Canadians to that level of performance.

EXPECTATIONS WITH RESPECT TO BILINGUAL COMPETENCIES

The discussion in this subsection will focus on a number of issues related to expectations and second language instruction: the use of the term "bilingual"; objectives and evaluation; communicative competence vs. linguistic competence; reciprocity and "langue intermédiaire"; task analysis for employment and student perceptions of bilingualism.

While numerous studies of perceptions with respect to language and dialect were reviewed (Anisfeld, Bogo and Lambert,[26] Anisfeld and Lambert,[27] Labov[28]), the researcher was not able to find a study which concerned itself primarily with the expectations of anglophone Canadian students of their performance in French, nor with their expectations of Canadian francophone reaction to that level of performance.

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[26] M. Anisfeld, N. Bogo, and W. E. Lambert, "Evaluational Reactions to Accented English Speech," Journal of Abnormal and Social Psychology, 65 (1962), 223-231.

[27] E. Anisfeld, and W. E. Lambert, "Evaluational Reactions of Bilingual and Monolingual Children to Spoken Language," Journal of Abnormal and Social Psychology, 69 (1964), 89-97.

[28] W. Labov, The Study of Nonstandard English (Washington, D.C.: Center for Applied Linguistics, 1969).

Defining Bilingualism

The very meaning of the term "bilingual" has been the focus of attention by researchers. From the early experiments of Lambert,[29] dealing with the language dominance of bilinguals, to the present day, a precise definition of the term "bilingual" has remained elusive. The Report of the Royal Commission on Bilingualism and Biculturalism[30] stated that "bilingualism in the sense of having an equal command of two languages is exceptional, if not practically impossible. . ." Stern[31] reporting on the Ottawa-Carleton Project of alternative French programs warned that "bilingual" is a heady word and noted that the facile use of this term had aroused unjustifiably high expectations. Jakobovits[32] noted the existence of "folk linguistics", a term used to refer to assumptions which individuals hold about language and its acquisition. He stated that "the question of what it is to 'know' a language is not yet well understood. . ."[33]

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[29] W. E. Lambert, Language, Psychology, and Culture (Stanford, California: Stanford University Press, 1972).

[30] Report of the Royal Commission on Bilingualism and Biculturalism, Book II, Education, p. 205.

[31] H. H. Stern, "The Ottawa-Carleton French Project: Issues, Conclusions, and Policy Implications," Canadian Modern Language Review, 33, 2 (November, 1976), p. 219.

[32] L. A. Jakobovits, Foreign Language Learning (Rowley, Mass.: Newbury House, 1970), p. 75.

[33] Ibid.

Jakobovits addressed the confusion among students, parents and teachers when he said:

> Students have definite ideas about what it is to "know" a language and use self-generated criteria to assess their progress. These notions are often unrealistic and tend to underestimate both the complexity of the knowledge to be acquired and the extent of their true achievement. The result is frequently discouragement and a consequent loss of motivation. Likewise parents may have inappropriate expectations about the rate of progress of their children, minimize their achievement and ultimately withdraw their support and encouragement for FL study. Teachers, too, may not sufficiently differentiate between essential performance, may not be sufficiently aware of subcultural and idiolectical variations in codes in the language, and may use general standards of evaluating achievement neglecting in their demands to take account of individual capacities.[34]

To clarify discrepancies in perceptions and expectations of second language learning, he proposed that "free expression" be an early and important part of second language instruction. Further he urged that teachers determine what notions the student has about language, and discuss their validity with him so that the student may appreciate the difficulty of the task. The teacher should also justify in terms that are meaningful to the student the relevancy of the classroom activities and study assignments. Parents should be disabused of their unrealistic expectations and should be made aware of the cumulative nature of second language study.

Objectives and Evaluation

If a precise definition of "bilingual" was difficult to determine, there was an equal ambivalence in defining course objectives and evaluative measures. Stern[35] underlined the difficulty in setting out evaluation criteria and the danger of "postulating some fantastic level of achievement without being able to reach it." What is needed, Stern stated, are some criteria of French proficiency to which to relate test scores. He posed the question, "What do we expect students to be able to do in French at the end of high school?"[36]

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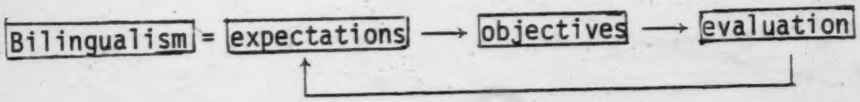
[34] *Ibid.*

[35] H. H. Stern, *loc. cit.*

Jakobovits[37] noted that the definition of the criterion tasks, the goals of the second language course, are dependent to some extent on the educational, economic, philosophical and political factors outside the direct control of the teacher.

Halpern[38] stated that, "To speak of expectations is to raise the question of learning objectives and of standards." He noted that it is difficult to state the ultimate levels of the various language skills and perceived the dilemma thus: In order to evaluate the learning of students a benchmark is required for how well they are expected to score. Halpern's model might be viewed as:



In contrast to Halpern's design, most recent models[39] of second language teaching have frequently divided the instructional task into four compartments of skills, under the so-called "passive" (interior) and "active" (exterior) headings.

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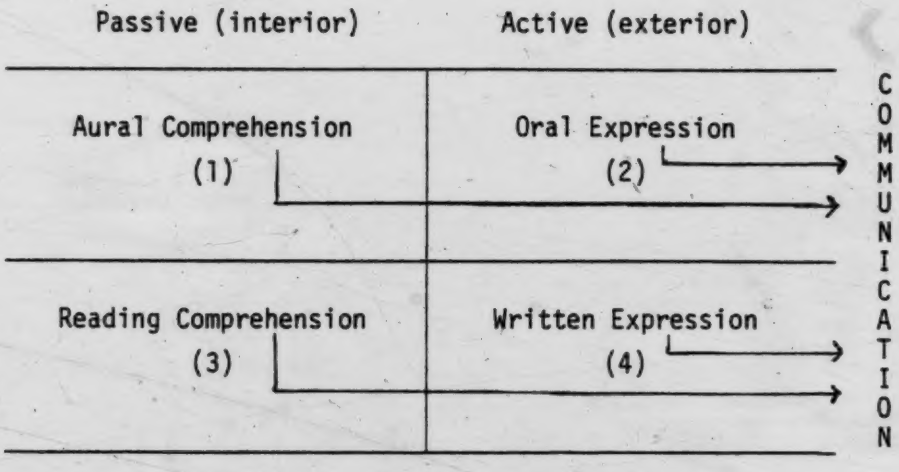
[36] *Ibid*., p. 220.

[37] L. Jakobovits, *op. cit*., p. 100.

[38] G. Halpern, *et al*., *Alternative School Programs for French Language Learning* (Toronto: Ontario Ministry of Education, 1976), p. 39.

[39] R. Lado, *Language Teaching: A Scientific Approach* (New York: McGraw-Hill, Inc., 1964), pp. 50-56.



Communicative competence was considered to be the final outcome of skill development within the compartments. Most audio-visual-lingual programs also perceived a hierarchy of skills progressing from aural comprehension (compartment 1) to written expression (compartment 4). However, Jakobovits[40] recognized that transfer of learning between the skill compartments did not necessarily take place.

Mareschal[41] suggested a different model of language norms, which takes into consideration six major factors: the situational context which gives rise to certain linguistic needs, the determination of priority objectives which respond to the needs, the amount of time and the means required to realize the objectives, and the evaluation of those objectives.

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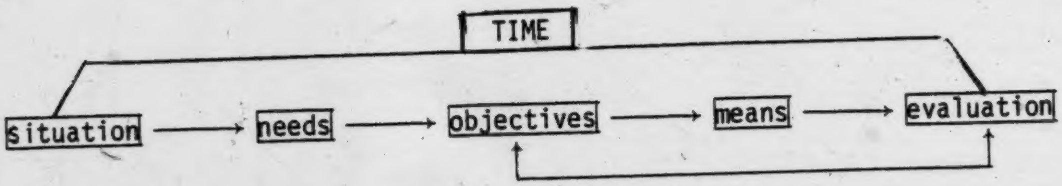
[40] L. Jakobovits, op. cit., p. 74.

[41] R. Mareschal, "Normes Linguistiques: Détermination, Description, Contenu, Utilité," Canadian Modern Language Review, 33, 5 (May, 1977), p. 620.



With respect to evaluation, Jakobovits[42] stated that language tests are inadequate for assessing an individual's knowledge of a particular language. He condemned the inadequacy of the discrete-point approach (composed of items which attempt to sample significant units in specific linguistic fields such as vocabulary, phonetic contrasts and grammatical relationships) and noted that students who obtained relatively high scores on such tests did not necessarily have the capacity of using the language in a communicative setting, such as carrying on a free conversation with a native speaker.

Tucker[43] further noted that traditional assessment procedures presently in use are not adequately tapping the ability to communicate in a variety of situations. As with Jakobovits, Tucker's concern was that students may even be penalized for their communicative competence. There is, stated Tucker, a need to look at both form and content.

Communicative Competence vs. Linguistic Competence

A number of research studies (Mareschal[44], Jakobovits[45],

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[42] L. Jakobovits, op. cit., pp. 78-79.

[43] R. Tucker, "The Assessment of Bilingual and Bilcultural Factors of Communication," Bilingualism, Biculturalism and Education, ed. S. T. Carey (University of Alberta Press, 1974), p. 219.

[44] R. Mareschal, op. cit., p. 624.

[45] L. Jakobovits, op. cit., p. 84.

Tucker[46]) focused on the perceived need for competence to communicate in a second language.

Mareschal defined the difference between "compétence linguistique" and "compétence communicationelle": "La première consistant en la capacité de produire toutes les bonnes phrases nécessaires tandis que la deuxième suppose, en plus, la capacité de les produire de façon adéquate (bon choix du moment, du lieu, du registre, . . .)."[47]

Rebuffo stated that communicative competence is the essential in second language learning.

> Il est, de plus en plus, question des fonctions que remplit la langue. Le fait de pouvoir commander un repas ou de se faire conduire en taxi paraît être tout aussi important que de pouvoir répéter les phrases d'un dialogue appris par coeur. On met, donc, l'accent sur. . . la compétence de communication (l'habileté à fonctionner dans une situation où la compétence linguistique doit s'adapter à l'interlocuteur) plutôt que sur la compétence linguistique (la maîtrise du système phonologique et des structures de base d'une langue).[48]

Rebuffo urged that the classroom focus on communication and considered that the role of the teacher is essential in establishing conditions which would encourage these communicative acts.

Reciprocity and "Langue Intermédiaire"

A number of studies revealed the use of some forms of substandard language as a communication device. Hofman defined certain levels of oral competence in the form of locutor-interlocutor models such as: "can understand slow...or carefully spoken language...Subject can be made to understand, if speaker will take the trouble" or "subject can be understood if his addressee will take the trouble."[49] Such a model interweaves communicative abilities in both aural comprehension and oral expression and establishes a reciprocal relationship between the addressor and the addressee. The relationship is based on some necessity for reciprocity of interaction (patience, tolerance or slower speech) between the two speakers. The model also suggested acceptance of substandard speech: "annoying mistakes, hesitation or rephrasings but the message can get through."[50]

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[46] Tucker, op. cit., p. 218.

[47] R. Mareschal, loc. cit.

[48] J. Rebuffo, "Le Dilemme du Professeur de Langue," Canadian Modern Language Review, 34, 1 (October, 1977), 12.

Dumas, Swain and Selinker,[51] in a study of six and seven year olds in French immersion programs, reported a marked influence of the first language (English) on the students' spoken French. The errors were systematized to such an extent that Dumas et al. were led to believe in the existence of a "langue intermédiaire." The "langue intermédiaire" phenomenon may be important not only in communicative competence but as a language learning strategy in itself, i.e., a sort of half-way house on the road to a higher level of bilingualism.

Task Analysis for Employment and Student Perceptions of Bilingualism

In Canada, there is a pressing need to determine more precisely our functional linguistic requirements with respect to employment opportunities in both the areas of government and of business. Corbeil noted that bilingualism is of a functional nature when "la connaissance d'une langue étrangère est liée à l'exercice de certaines fonctions bien identifiées. . ."[52] He added, "Le bilinguisme fonctionnel précise la tâche du système d'enseignement en matière d'enseignement des langues secondes et en matière d'enseignement professionnel."[53]

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[49] R. Rebuffo,"Le Dilemme du Professeur de Langue," Canadian Modern Language Review, 34, 1 (October, 1977), 12.

[50] Ibid., p. 1.

[51] G. Dumas, M. Swain, and L. Selinker, "L'Apprentissage du francais Langue Seconde en Classe d'Immersion dans un Milieu Torontois," Bilingualism, Biculturalism and Education, ed. S. T. Carey (University of Alberta Press, 1974), p. 84.

Recent studies (Mareschal,[54] Savard[55] and Nivette,[56] among others) have focused more precisely on the definition of language needs in the work world and the teaching of languages. Mareschal stated the importance of defining language needs and the necessity of such a definition for language teaching, while Savard reported on the application of a model for the analysis of language needs as they may pertain to secondary school graduates. Nivette illustrated an approach to the teaching of a second language to executives. Lesson units were constructed which used the second language as the sole means of communication and where the task to be accomplished (management training: case studies, brainstorming, role playing) was perceived to be more important than the second language. He concluded: ". . . les étudiants, une fois pris par la tâche à effectuer, perdent leurs complexes à l'égard de la langue étrangère et se mettent à parler avec des fautes, mais avec conviction."[57]

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[52] Jean-Claude Corbeil, "Application du Concept du Bilinguisme Fonctionnel à la Situation Industrielle du Québec," Bilingualism, Biculturalism and Education, ed. S. T. Carey (Univ. of Alberta Press, 1974), p. 204.

[53] Ibid., p. 207.

[54] R. Mareschal, loc. cit.

[55] J. G. Savard, "Besoins Langagiers et Fonctions Langagières," Canadian Modern Language Review, 33, 5 (May, 1977), 632-646.

[56] J. Nivette, "L'Enseignement d'une Langue Seconde à des Cadres: Une Expérience Belge," Canadian Modern Language Review, 33, 5 (May, 1977), 660-666.

Nor is the problem of coming to grips with more precise objectives and evaluation procedures uniquely a Canadian problem. Reporting on European studies of second language function in business and government, Wajskop[58] noted: "ces objectifs sont énoncés globalement sous la forme: amener les élèves à comprendre la langue parlée à débit normal, les amener à parler cette langue de façon intelligible." He added, "la lacune la plus importante se décèle dans le manque de liaison entre l'objectif théorique, sa traduction en actes comportementaux et les besoins langagiers qu'il est censé couvrir."

In a British survey concerning employment requirements for second languages, Emmans[59] found much confusion with respect to defining the level of proficiency. He concluded that there is a need for a set of definitions of second language mastery and language functions in employment which would be unambiguous, applicable over a wide range of occupations, readily understood by advertisers, applicants, employers and employees, and sufficiently precise to serve for modern language students and for those responsible for designing courses and examinations.

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[57] Ibid., p. 665.

[58] M. Wajskop, "Des Besoins Linguistiques aux Besoins Langagiers," Les Besoins Langagiers des Futurs Cadres d'Entreprise (Université Libre de Bruxelles, 1974), p. 9.

[59] K. Emmans, "The Use of Foreign Languages in the Private Sector of Industry and Commerce," Les Besoins Langagiers des Futurs Cadres d'Entreprise (Université Libre de Bruxelles, 1974), p. 26.

Major Canadian studies raised questions in regard to understanding reasons for studying French and the value placed on second language proficiency.

Breton et al.[60] conducted an extensive nation-wide study of vocational decision-making among Canadian youth, grades 9 to 12, drawn from approximately eight per cent of Canadian public secondary schools. Most of this analysis used only a portion of the full sample of 145,817 (13 per cent of Canadian secondary school students at the time).

A questionnaire composed of 177 items was administered, including questions from: student's school and program of study, his educational plans, access to counselling and vocational information, occupational plans, ideas and attitudes about work and the future, school-related activities, the Crites Vocational Development Inventory, and background information about the student and his family.

Breton found that a large proportion of Canadian high school students had no clear vocational plans. When asked to indicate a particular type of occupation, if they had their choice, 33.6 per cent of the boys and 35.1 per cent of the girls expressed no occupational preference. An important aspect of this finding was that the proportion of students expressing ill-defined plans was large in all four years of high school.

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[60] R. Breton, J. McDonald, and S. Richer, op. cit.

	GIRLS	BOYS[61]
First two years of high school	41.4	36.3
Last two years of high school	26.3	30.2

Further, it was found that bilingualism reduced vocational indecision among male students of white-collar origin, but only if they were English-speaking. Among students from skilled or unskilled blue-collar families, the reverse was found: Bilingualism reduced indecision if they were French-speaking. For girls, there was no effect on the degree of indecision of either English or French-speaking students from white-collar families. Among girls from upper and lower blue-collar families the result was the same as for boys: that bilingualism reduced indecision only if the girl was French-speaking.[62]

Johnstone[63] investigated Canadian youth with respect to various social issues, and in particular with regard to the question of bilingualism in the national community. A 63-item questionnaire was administered nationally to 1,365 Canadian young people between the ages of 13 and 20 and weighted samples for minority and majority language groups were analyzed. Johnstone found that both Anglophones (81 per cent)* and Francophones (98 per cent) supported bilingualism for Canada as an ideal but anglophone commitment diminished considerably (to 45 per cent) when personal bilingualism was implied.[64]

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[61] Ibid., pp. 17-18. [62] Ibid., p. 66.

[63] J. C. Johnstone, Young Peoples' Images of Canadian Society (Ottawa: Queen's Printer, 1969).

[64] Ibid., p. 56.

*All percentages computed from weighted bases.

Girls showed higher commitment than boys to bilingual goals for Canada. Fifty-five per cent of anglophone girls showed high commitment scores as compared to 39 per cent for boys. Both anglophone girls and boys showed a consistent diminution of commitment with age (51 per cent at age 13 and 14 and 40 per cent at age 19 and 20).[65]

While social class position was not found to have a substantial impact, commitment to bilingualism was found to be stronger in both language groups among those with high educational and occupation goals for themselves. Anglophone boys anticipating a modest upward mobility showed the highest level of linguistic tolerance (44 per cent highly committed).

The strongest predictor of commitment to bilingualism was found to be geographical location. For English-speaking youth in Quebec, the Atlantic provinces and Ontario, the percentages indicating commitment were 61 per cent, 63 per cent and 52 per cent, respectively, in contrast to 35 per cent for the Prairies and 28 per cent for British Columbia.[66]

With respect to intergroup contact, Johnstone reported that in all cases a positive relationship was found between this contact and commitment to bilingualism. In general, commitment to a bilingual Canada was stronger among young people living in an area where their own language was not dominant.

Johnstone stated that if functional bilingualism were defined as the ability to carry on a conversation in the other language, then the rate of bilingualism could be said to vary greatly among anglophone youth living in different parts of Canada: 13 per cent in the Atlantic

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[65] *Ibid*., p. 60.

[66] *Ibid*., pp. 65-66.

Provinces, 70 per cent among Quebec Anglophones, 28 per cent among Ontarians, 24 per cent among prairie youth and 18 per cent in British Columbia.*[67] Johnstone added that when young people of the two language groups came together, the burden of linguistic accommodation was assumed primarily by the Francophones.

With respect to perceived functions of being bilingual, both language groups agreed that a knowledge of the second language would probably help them in finding a job, but it was among the Francophones only that large numbers saw a long-term occupational relevance for bilingual facility (83 per cent as compared with 49 per cent for Anglophones). Anglophones tended to view bilingual skills much more as credentials for entering the labour market than for advancing their careers. Francophones tended to orient their thinking about the value of being bilingual very much around occupational considerations: for example, those who thought that English would be useful to them for purposes of travelling in Canada, for reading or watching television, or for getting around more in their community, seemed to interpret these uses primarily as channels to employment opportunities. For the Anglophones, similar evaluations of the uses of French appeared to be unrelated to occupational contingencies.[68]

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[67] _Ibid_., pp. 69-73.

[68] _Ibid_., p. xvii.

*Johnstone points out in a footnote. "These estimates are of course very much higher than official census figures of bilingual persons in Canada. Part of the discrepancy here would be accounted for by the fact that rates of bilingualism probably are in fact higher among young Canadians than they are in the population as a whole, and part by the fact that the present measures do not constitute very stringent criteria on which to classify persons as bilingual."

EXPECTATIONS AS CURRICULAR INPUT

The influence of societal expectations on the goals and objectives of the educational system has been stressed by Taba: "Society's concept of the function of the public school determines to a great extent what kind of curriculum schools will have."[69]

Program Goals and Objectives

More specifically, with respect to the learning of French as a second language in Canada in a non-bilingual school setting, Gardner wrote that there is a need to take into account the existing social scene.

> Whether we like to admit it or not, the acquisition of French (or English) as a second language in Canada has considerable personal significance to the individual and much of this significance stems from the current social scene. Learning French in Canada has a somewhat different meaning than learning French in Arizona.[70]

In discussing his theoretical model of motivation in second language learning, Gardner claimed that the major process variable in the social milieu is that of cultural expectations.

> By this we mean simply that the Social Milieu gives rise to many expectations in the minds of teachers, parents and students concerning the entire language acquisition task.[71]

Nogue[72] investigated parental expectations of the ideal bilingual school with respect to the goals and the linguistic and cultural emphasis within the curriculum. In the results, Nogue noted that a large percentage (65 per cent) of his total population viewed bilingual education as a means to a utilitarian end.

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[69] H. Taba, Curriculum Development (New York: Harcourt, Brace and World Inc., 1962), p. 16.

[70] R. C. Gardner, "Motivational Variables in Second Language Learning," Canadian Association of Applied Linguistics. Proceedings of Fifth Symposium, Toronto, 1974), p. 45.

[71] Ibid., p. 53

[72] A. J. Nogue, "Parent Expectations with Respect to Bilingual Schools," (Unpublished M.Ed. thesis, University of Alberta, Edmonton, Alberta, 1973).

In Ontario, the Report of the Ministerial Committee on the Teaching of French noted that "secondary school teachers of French also showed keen awareness that they are offering a cumulative study which exacts application over a number of years and yet one which, in the popular mind, is not seen to have the same relevance to professional training as do science and mathematics."[73]

Schultz[74] has investigated the importance of various educational goals as perceived by parents, teachers and students in a Saskatchewan Division III school. In Section Two of the Educational Goals Questionnaire, respondents were asked to indicate the importance of providing the various items suggested in the questionnaire in the school program. The five-point scale ranged from "of extremely high importance" to "of no importance." Values greater than 3.5 indicated a response of high or extremely high importance while values less than 2.5 indicated a response of low or no importance. French obtained a middle ranking of 3.22 for combined groups (parents, teachers, students) and a ranking of 3.26 (parents), 2.81 (teachers), and 3.22 (students).

These results may suggest that parents who send their children to a bilingual school perceive French instruction as a utilitarian or career-oriented endeavour, whereas parents whose children attend non-bilingual schools may be relatively unaware of the possible importance of French instruction as a part of professional or vocational development.

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[73] The Report of the Ministerial Committee on the Teaching of French (Toronto, Ont.: Ministry of Education, 1974).

[74] H. J. Schultz, "Perceptions of the Educational Goals of the Melfort Regional Division III School," (Unpublished M.Ed. thesis, University of Saskatchewan, Saskatoon, Saskatchewan, 1973).

The Time Factor

A number of developments have taken place recently with respect to redefining goals and providing alternative programs in second language instruction. In Ontario, the Report of the Ministerial Committee on the Teaching of French[75] found that the key factor organizationally which determined a child's achievement in French was the amount of time during which he was exposed to it. The committee proposed, therefore, three levels of proficiency -- "basic", "middle" and "top" -- with three separate sets of objectives based on three different time allotments -- 1200 hours, 2500 hours and 5000 hours, respectively. The two superior levels ("middle" and "top") required that some of the subject matter usually taught in English (Social Studies, Mathematics, etc.) should be taught in French.

For the basic-level student, the objectives included: a good fundamental knowledge of the language with respect to its grammar and idiom and an active vocabulary of 3,000-3,500 words; making oneself understood in conversations; reading simple texts with the aid of a dictionary; some knowledge of French-speaking communities; and the capability of recommencing the study of French if motivated to do so.

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[75] The Report of the Ministerial Committee on the Teaching of French, op. cit., pp. 22-25.

It should be noted that approximately these same objectives are proposed in the Division IV Curriculum Guide[76] for Saskatchewan students who are in the "basic" or "core" program. However, Saskatchewan students receive usually less than half (400-600 hours) of the 1200 class hours of instruction proposed in the Ontario Report.

Petherbridge[77] noted that the basic French program for Albertan students consisted of only 450 hours of classroom instruction and noted that this number of hours was 1/130th of the number of hours a student has available for learning his native language, English. He argued that to attain "fundamental mastery" of a second language much more time must be made available for instruction.

Gardner and Smythe,[78] reporting a study of motivation of students in French programs, found that grade sevens were generally enthusiastic and tended to believe that learning French would permit them to interact with the French language community. However, these authors noted a loss in this orientation for the grades 8, 9 and 10 but an upsurge for grade 11's. Gardner and Smythe observed that the student "comes to realize that one doesn't 'learn' a language overnight. To learn a language one must spend considerable time and effort before the benefits become obvious. It is only after years of study that some sense of proficiency is felt by the student and it is at this point that many of the attitudinal motivational characteristics evidence an upsurge."[79]

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[76] Division IV Curriculum Guide, op. cit., pp. 1-2.

[77] D. Petherbridge, "Tokenism in Alberta Elementary Schools," Bilingualism, Biculturalism and Education, ed. S. T. Carey (University of Alberta Press, 1974), p. 211.

[78] R. C. Gardner, and P. C. Smythe, "The Integrative Motive in Second Language Acquisition," Bilingualism, Biculturalism and Education, ed. S. T. Carey (University of Alberta Press, 1974), pp. 31-45.

These studies suggest that there may be a complex interaction between the time allotment and French achievement and attitudinal-motivational considerations.

SUMMARY

Research literature reviewed for this study revealed the existence of contradictory and ambiguous findings concerning second language teaching. The literature search focused on the question of expectations and their relationship to achievement; expectations of bilingual competencies; and expectations in relation to school curricula. There was strong support in studies by Korman, Bloom, Rosenthal and others for the thesis that expectations of others may influence behaviour, but contradictory conclusions were reported by José and Cody, Thorndike, and Mendels and Flanders. Similarly, while Brookover and Primavera found strong correlations between self-esteem and academic achievement, Singh reported ambiguous evidence in regard to specific variables (sex, liking of French, self-concept).

The literature concerned primarily with bilingual competencies indicated confusion with defining bilingualism and the level of language competence required of a bilingual person. Course objectives and useful evaluative measures of competence in the second language were a matter of confusion that appeared to be reflected in the rationale underlying teaching programs and strategies (Jakobovits, Halpern, Mareschal).

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[79] _Ibid._, p. 45.

Research into questions of communicative competence versus linguistic competence, the importance of reciprocity in learning a second language, and linguistic requirements for employment noted the importance of these issues for second language teaching, and the continuing difficulty in reaching definitive conclusions to such complex situations.

The influence of societal expectations of second language proficiency required to achieve goals and objectives were major issues related to school curriculum. The research reported the lack of clearly articulated goals in different areas of Canada and discrepancy between expectations and the time alloted for French language instruction.

The general lack of consensus among researchers concerning expectations and their relationship to French language programs within the school system supported the necessity for the present study. In an effort, therefore, to investigate these and related issues, this study sought evidence of expectations of performance in French at the end of grade 12 as held by students, parents and teachers of French; expectations held by Anglophones of services in English and of francophone reaction to students of French; expectations of bilingual employment; and opinions of the French program.

Design of the study, the findings and conclusions are described in the remaining sections of this report.

CHAPTER III

DESIGN AND PROCEDURE

This chapter describes the data collection instrument designed for this study; the study groups from whom data were collected; and the procedures followed in gathering and analyzing the data. A detailed description is given of the steps followed in designing, testing and validating the data collection instrument.

THE INSTRUMENT

To carry out this study and to answer the questions posed in Chapter I, a suitable data collection instrument was required. A search of the literature revealed that none was available and thus the investigator was obliged to design an instrument. The questionnaire that eventually was constructed for data collection was designated the Societal Expectations Survey (SES). It was a Likert-type questionnaire consisting of eleven subtests, each employing a four-point scale. The subtests were:

(a)	subtest 1	aural comprehension	8 items
(b)	subtest 2	oral expression	7 items
(c)	subtest 3	reading comprehension	7 items
(d)	subtest 4	written expression	5 items
(e)	subtest 5	bilingual employment (service to others)	6 items
(f)	subtest 6	services expected in English (in Canadian French language areas)	9 items

(g)	subtest 7	Canadian francophone reaction (general)	11 items
(h)	subtest 8	Canadian francophone reaction (specific)	12 items
(i)	subtest 9	bilingual employment and social adaptability (service to oneself)	6 items
(j)	subtest 10	expectations of affective behaviour	7 items
(k)	subtest 11	opinions of French course	6 items

The questionnaire was prepared in three forms for administration to the three study groups. Form A (student's questionnaire) contained the basic 84 items plus 14 additional items of biographical data. Form B (teacher's questionnaire) paralleled Form A but with necessary changes for biographical data (items 95 to 98). Form C (parent's questionnaire) followed Forms A and B except in items 85 to 95 which were adjusted to obtain pertinent biographical data.

DEVELOPMENT OF THE INSTRUMENT

Input from five major related areas went into the construction of the questionnaire: The goals stated by the French Curriculum Guides Divisions III and IV for the province of Saskatchewan were analyzed. Analysis was carried out on one of the current authorized French programs in Saskatchewan, namely Le Français International.[1] This is the program studied by the population of students from which the sample was drawn. The evaluation procedures for grade 12 students of French in Saskatchewan were analyzed. A study was made of societal needs in the official languages as evidenced by a review of the Annual Reports of the Commissioner of Official Languages.[2] Data were collected on a preliminary open-ended questionnaire designed to elicit student statements of expectations with regard to their performance in French by the end of grade 12 and reaction of French-speaking Canadians to that level of French. These data were analyzed and findings used in construction of the SES.

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[1] P. Calvé, et al., Le Français International (deuxième version; Montréal: Centre Educatif et Culturel, 1972). G. Rondeau and J. P. Vinay, Le Francais International (Montréal: Centre Educatif et Culturel, 1972).

Analysis of Curriculum Goals

The major goal for second language instruction in French (Division III and Division IV) in the province of Saskatchewan in 1973-74 was to teach students to communicate effectively in French. The Division IV Curriculum Guide summarized the objectives as follows:

> 1. To develop the comprehension of spoken French through instructions, directions, commands, descriptions, explanations, narrations and dialogues.
>
> 2. To develop the ability to speak French with the highest possible degree of fluency in the time available.
>
> 3. To develop the ability to read easy prose and poetry as well as French language newspapers and magazines.
>
> 4. To develop skill in writing French sentences, paragraphs, essays and letters.
>
> 5. To stimulate an interest in, an appreciation for, and a knowledge of, the culture of French-speaking peoples of Canada, France and other nations.
>
> 6. To acquaint students with the rules of French grammar when such knowledge becomes necessary to a fuller comprehension and to correct writing.[3]

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[2] K. Spicer, Commissioner of Official Languages, Second and Third Annual Reports (Ottawa: Information Canada, 1971-72, 1972-73).

[3] Division IV French Tentative Course Outline (Regina, Sask.: Department of Education, Province of Saskatchewan, 1970), pp. 1-2.

Analysis of French Program--Le Français International

In the year in which the questionnaire was administered, 1973-74, students of French were using as texts Le Français International, both the First and Revised editions.

The officially suggested course coverage for 1973-74 was:

Grade*	Le Français International
VII	(New Version) Lessons 1-6
VIII	(New Version) Lessons 7-12
IX	(Old Version) Level I, Lessons 13-18
X	(Old Version) Level I, Lessons 19-25
XI	(Old Version) Level II, Part I, Lessons 1-9
XII	(Old Version) Level II, Part I, Lessons 10-15

The following is a brief analysis of the situational content of both First and Revised editions of Le Français International. It should be noted that the program was cumulative in nature, and although only one lesson may have been listed for each situation, there was provision in the program for previously learned material to be reintroduced. Depending on the grade level, the student could be anywhere along the linguistic and situational progression.**

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[*] It should be noted that the teaching of French as a second language in Saskatchewan generally begins at grade seven. However, some school systems have not provided for the study of French before grade nine. Thus, some students in grade nine who are included in the present research would have been following the grade seven course of study.

[**] Lesson numbers refer to the Revised edition, except where in parentheses. The latter refer to lessons in the First edition.

- Salutations, Introductions, Identifications

  Lessons 1, 2, 3, (22)

- Questions, Directions, Locations (school, home, office, cafeteria, discothèque, etc.)

  Lessons 1, 2, 3, (14)

- Stating One's Occupation and Nationality

  Lessons 3, (15)

- Activities (telephoning, working, singing, eating, dancing watching television, studying, etc.)

  Lessons 1 to 5, 9

- Discussing Price, Size, Colour of an Article in a Store

  Lessons 9, (15)

- Ordering a Meal in French

  Lessons 12, (15)

- Telling Time

  Lesson 4

- Weather

  Lesson 6

- Reading Major French Language Signs

  Lessons 5 to 9, (21)

- Buying and Selling Goods

  Lessons 8, 9, 13, (15)

- Counting

  Lessons 2, 3, 8, 10

- Grocery Shopping

  Lesson 12

- Days of the Week, Months of the Year, Seasons

  Lessons 4, 6

- Articles of Clothing

  Lesson 9

- Names of Relatives

  Lessons 6, (15)

- Parts of a House

  Lesson 11

- Sports

  Lessons 5 to 10

- Means of Transport

  Lesson 7

- Travel

  Lesson 8

- Social Situations

  Taught throughout the program

Analysis of the Evaluation Procedures for Grade 12 Students of French in Saskatchewan

Students in grade 12 French taught by an accredited teacher (i.e., those teachers holding a specific academic and professional standing as assessed by the Department of Education and the Saskatchewan Teachers' Federation) were expected to accept the evaluation of the accredited French teacher at the end of grade 12. Students of teachers who were not accredited for grade 12 French were required to write a machine-scored objective test provided by the Department of Education. The test provided 50 per cent of the final marks while teachers provided the evaluation of the other 50 per cent. Approximately one half of the teachers of French were accredited for grade 12 French at the time of this study.

The following table indicates the number of students writing the final grade 12 French examination in 1973 and 1974.

Year	Departmental	Accredited	Total
1973	1691	2357	4048
1974	1044	1571	2615

Approximately one half of the items of the Departmental examination were based on knowledge and application of the linguistic structures of French, while the remaining half consisted of multiple-choice response items based on reading selections taken from everyday life which tested reading comprehension and vocabulary. The 50 per cent of the French mark given by the teacher included aural comprehension and oral expression.

Analysis of Societal Needs in the Official Languages

In the 1971-72 and 1972-73 Annual Reports of the Commissioner of Official Languages the complaints about bilingual services submitted by the general public to the Commissioner were tabulated. Admissible complaints (i.e., those dealing with Federal Government services) were classified under the following headings: aural-oral -- concern with telephone and counter services, radio and television service, and service on tours; written -- concern with signs, advertising announcements and correspondence; aural-oral and written -- concern with job attainment, equality on the job and career or promotion.

*Admissible Complaints

Year	Aural-Oral	Written	Aural-Oral and Written
1971-72	99	124	46
1972-73	146	272	159

Analysis of the Preliminary Questionnaire

In May, June and July, 1973, a preliminary questionnaire was administered to:

1. 355 Edmonton students of French distributed through grades 7 to 11 in three schools.

2. 85 Saskatoon students of French distributed through grades 10 to 12 in one school.

3. 30 teachers of French in Alberta.

4. 21 adult subjects who were non-teachers of French and who resided in Edmonton.

The preliminary questionnaire consisted of two open-ended questions to which the subjects were asked to respond freely, namely:

1. What do you expect your performance in French will be by the end of your grade 12 French course? (i.e., What do you actually expect to be able to do in French?)

2. What do you expect will be the reaction of Canadian native speakers of French to your grade 12 level of performance in French?

Parallel forms of the questionnaire with suitable changes in the wording were administered to students of French, teachers of French,

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*It should be noted that inadmissible complaints (i.e., those levelled at private firms, provincial institutions, the Public Service Alliance and telephone companies) are not included in these figures.

and adults (non-teachers of French). The questionnaire when administered to students was either written on the board or typed on a sheet of paper. The questionnaire administered to parents (or adults) or to teachers of French was typed on a card.

A summary of the results is presented in Appendix A.

The free responses were analyzed and the following categories were derived:

1. aural comprehension
2. oral expression
3. reading comprehension
4. written expression
5. bilingual career opportunities (service to others)
6. services to be provided in English in French language areas of Canada
7. general francophone reaction to the anglophone grade 12 level of performance in French
8. specific francophone reaction to the anglophone grade 12 level of performance in French
9. social adaptability and bilingual career opportunities (service to oneself)
10. affective behaviour with respect to interaction with French-speaking Canadians
11. opinions with respect to the French program.

The Pilot Questionnaire

The data derived from results of the preliminary questionnaire and the analyses of curriculum goals, program content, evaluation procedures and societal needs formed the bases of construction of the Societal Expectations Survey as a pilot questionnaire. The pilot form consisted of 84 items within 11 subtests. In subtests one to five, respondents were asked to indicate their level of expectation for each item on a four-point Likert-type scale ranging from "not at all" to "very well." For subtests six to ten, the same four-point scale applied for responses from "disagree strongly" to "agree strongly." As constructed, the subtests each contained a different number of items. This was due largely to results of the preliminary questionnaire where respondents gave a fewer or greater number of responses in different categories. For example: subtest four dealing with written expression contained five items, whereas there were 12 items in subtest eight (Canadian francophone reaction).

The subtests constructed for Part I of the pilot form of the Societal Expectations Survey (SES) were:

Subtest 1 -- aural comprehension (Items 1-8)

This test consisted of eight items dealing with the respondent's expectation of ability to comprehend radio and television messages, to request directions and to carry on everyday conversations as in purchasing articles.

Subtest 2 -- oral expression (Items 9-15)

This test consisted of seven items concerning the respondent's expectation of ability to speak French in giving directions, discussing news or weather, ordering a meal, purchasing an article, carrying on everyday conversations, or taking part in a French language play.

Subtest 3 -- reading comprehension (Items 16-22)

This test consisted of seven items dealing with the respondent's expectation of ability to read with understanding major language signs, newspaper articles or headlines, advertisements, restaurant menus, and to read with pleasure a paperback in French.

Subtest 4 -- written expression (Items 23-27)

This test consisted of five items with respect to the respondent's expectation of ability to write letters, compositions and reports, and to complete application forms in French.

Subtest 5 -- bilingual career expectations (service to others) (Items 28-33)

This test consisted of six items concerning the respondent's expectation of ability to fulfill bilingual career requirements in serving the public in situations such as: store or hotel clerk, receptionist or telephone operator, information officer or tourist guide, French teacher, public address system announcer and typist.

Subtest 6 -- expectations of services in English in French language areas of Canada (Items 34-42)

This test consisted of nine items with respect to the respondent's expectation of services provided in English (and the quality of that English) in a French language area of Canada in situations such as: television, radio and telephone communication, federal, provincial and private industry.

Subtest 7 -- expectations of general francophone reactions (Items 43-53)

This test consisted of eleven items concerning the expected general reaction of French-speaking Canadians to the anglophone level of performance in French in a French-speaking area of Canada.

Subtest 8 -- expectations of specific francophone reaction (Items 54 to 65)

This test consisted of twelve items concerning the expected specific reaction of French-speaking Canadians to the anglophone level of performance in French in a French-speaking area of Canada.

Subtest 9 -- expectations of social adaptability and bilingual career opportunities (service to oneself) (Items 66 to 71)

This test consisted of six items concerning the respondent's expectations of student interaction in social and business situations where the student would be the beneficiary of the social or business interaction.

Subtest 10 -- expectations of affective behaviour (Items 72 to 79)

This test consisted of eight items concerning the respondent's expectations of the student's affective behaviour when interacting with Canadians who were not native speakers of English.

Subtest 11 -- opinions (Items 80 and 81)

This test consisted of two items concerning the respondent's opinion with respect to various aspects of the French language program in effect.

In addition to the 81 items pertaining to the subtests of expectations and opinions under Part I of the questionnaire, a 16-item Part II was designed to elicit background information with respect to languages spoken in the home, number of years of French language study, educational plans, and reaction to the French program.

The questionnaire in draft form was submitted for scrutiny to two staff members of the Faculty of Education, Edmonton, Alberta (one in

Modern Languages and one in Research Design) and to three graduate students in Modern Languages in the Faculty of Education.

Minor revisions in wording were carried out.

The preliminary draft of the questionnaire was administered by the investigator to 22 Grade 11 and 10 Grade 12 students in a Summer School French Program in Edmonton during the summer of 1973. The student sample may have comprised a special group since it is not usual for students to be studying French in summer school and they may have been doing so for various reasons. In addition, three grade seven students completed the questionnaire.

The pilot questionnaire (teachers' form) was administered to 19 teachers of French and the parents' form to 14 parents or adults who were non-teachers of French during the summer of 1973. The total pilot sample consisted of 68 respondents.

The purpose of the administration of the test was to ascertain the comprehensibility of the wording of the items, the suitability of the Likert scales employed,and the adequacy of the instructions to the respondents. Responses to the pilot questionnaire were analyzed in some detail to ascertain the reliability and validity of the instrument and to establish the method of data analysis for the main study.

Reliability of Pilot Questionnaire

The Likert format was chosen as appropriate for this study because the rating of expectations could be considered as falling on a continuum. The present study did not purport to measure levels of expectation at beyond the ordinal level. Although subtest and group comparisons of means were reported, these were for purposes of internal comparison only.

Likert scales have been reviewed in the literature on attitude and opinion measurement and are generally attributed the following advantages. Compared to various other methods, Likert scales are straightforward in terms of the type of judgment which is elicited from the respondent. However, it must be kept in mind that systematic individual response bias may operate in the selection of specific alternatives (Cronback, 1946, 1950).[4, 5] For example, some individuals may systematically prefer the extremes of the scale while others opt for the more neutral positions represented by the middle of the scale. Consequently it was decided to use a four-point rather than a five-point Likert scale in order to compel the individual to make a judgment. Neutral categories tend to attract responses of two types, generally not separable in practice, namely the genuine "neutral" response with respect to the item in question as opposed to the "don't know" response. It was assumed in the present study that the respondent had a sufficient background of knowledge to be able to respond meaningfully to the item. Response acquiescence can be minimized by wording some or even half of the items negatively in certain instances. However, with the exception of four items, this was not deemed appropriate for the present study in that it tended to unduly complicate the frame of reference for response to the items in the questionnaire. Most of the items were not in the "agree-disagree" format but rather involved estimates of degrees of

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[4] L. J. Cronbach, "Response Sets & Test Validity," Educational and Psychological Measurement, 6 (Winter, 1946), 475-94.

[5] L. J. Cronbach, "Further Evidence on Response Sets and Test Designs," Educational & Psychological Measurement, 10 (1950), 3-31.

expected competence or frequency of expected occurrence of selected events. The differential social desirability of particular responses may also be a source of unknown bias in Likert-type questionnaires. In the present study, comparison of responses for the three groups of respondents was interpreted in view of these considerations.

The Likert format was chosen because it permits estimation of both internal consistency and test-retest reliability. It is recognized that internal consistency estimates may be somewhat inflated because of response bias.[6]

Both internal consistency and test-retest reliability were computed for the pilot data and are presented in Table 3.

Internal consistency is a measure of the extent to which the items are measures of the same underlying domain, i.e., the homogeneity of the sample of items with respect to the Universe in question. The internal consistency of the total test was found to be 0.91 while the subtests ranged from 0.42 to 0.86. The lowest internal consistency was for Subtest 7 which dealt with general reactions of Francophones. Examination of the subtest revealed it to be composed of a variety of affectively loaded statements of possible francophone responses, four of them negative in the thought being expressed and worded so that disagreement was interpreted as a positive response. Consequently the low internal consistency of this subtest was not unexpected.

In calculating the per cent agreement as a measure of test-retest stability, 1.0 was assigned to a perfect agreement between the responses on the two administrations and 0.5 was assigned to a displacement

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[6] Cronbach, op. cit.

TABLE 3

MEANS, STANDARD DEVIATIONS, INTERNAL CONSISTENCY AND TEST-RETEST RELIABILITY ESTIMATES FOR THE PILOT QUESTIONNAIRE

N = 68

	$\bar{X}$	SD	INTERNAL CONSISTENCY (alpha reliabilities) (N=68)	TEST-RETEST % agreement (N=20)
Total test	2.72	0.26	0.91	0.81
Subtest 1	2.64	0.45	0.80	0.82
Subtest 2	2.54	0.58	0.85	0.81
Subtest 3	2.78	0.47	0.81	0.81
Subtest 4	2.42	0.64	0.86	0.76
Subtest 5	2.20	0.64	0.80	0.83
Subtest 6	2.77	0.43	0.81	0.81
Subtest 7	2.93	0.31	0.42	0.81
Subtest 8	3.01	0.36	0.77	0.85
Subtest 9	2.53	0.51	0.72	0.79
Subtest 10	2.85	0.43	0.74	0.78

of one position. The per cent was then calculated by summing the 1.0's and 0.5's and dividing by the total possible number of 1.0's. Test-retest results were obtained for 20 grade 11 and 12 students. Per cent agreement was computed for each subtest separately and for the total test. The test-retest stability was found to be 0.81 while individual subtests ranged over the relatively narrow range of 0.76 to 0.85.

In general, the reliability of the instrument was deemed sufficiently high to warrant its use in the major study.

Validity of Pilot Questionnaire

The degree of content validity of the items was ascertained by submitting the questionnaire to the scrutiny of five experts. All agreed that the domain of items appeared representative of the areas and considerations presented in this study, and particularly those items underlying the development of the subtests.

In order to establish the extent to which the items clustered into the subtests, the pilot data collected from 68 respondents were subjected to both a cluster analysis and a principal components analysis with varimax rotation. The results of the cluster analysis are presented in Table 4 and the factor analytic results in Table 5.

Cluster analysis[7] is a procedure for grouping items according to a function based on the ratio of item covariances to item variance. Clusters are extracted in order of decreasing homogeneity. Of the 20 clusters extracted, nine conformed to single subtest items while three overlapped between two subtests. The recovery of clusters of items pertaining to specific subtests by statistical means supported the discrete nature of the subtests.

The results of the principal components analysis with varimax rotation presented in Table 5 revealed that the first three factors accounted for 67 per cent of trace. Subtests 1 to 5 loaded heavily on

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[7] J. Loevinger, "The Technique of Homogeneous Tests Compared With Some Aspects of Scale Analysis and Factor Analysis," Psychological Bulletin, 45 (1947), 507-29.

TABLE 4

CLUSTER ANALYSIS OF THE SES

CLUSTER NO.	KR_{20}	ITEMS	CORRESPONDING SES SUBTEST NO.
1	0.87	28, 29, 30	5, 5, 5
2	0.85	6, 11, 13	1, 2, 2
3	0.85	58, 59, 60, 61	8, 8, 8, 8
4	0.82	24, 26, 27	4, 4, 4
5	0.87	1, 7, 9, 12, 14, 16, 22	1, 1, 2, 2, 2, 3, 3
6	0.86	2, 3, 8, 10, 18, 19, 20, 21, 26	1, 1, 1, 2, 3, 3, 3, 3, 4
7	0.80	18, 19, 20, 21	3, 3, 3, 3
8	0.79	72, 74, 75	10, 10, 10
9	0.82	34, 35, 36, 37, 38	6, 6, 6, 6, 6
10	0.78	21, 23, 26, 68	3, 4, 4, 9
11	0.79	8, 56, 66, 67, 70, 71, 73, 77	1, 8, 9, 9, 9, 10, 10, 10
12	0.82	1, 4, 5, 7, 8, 12, 15, 16, 17, 21, 32, 33, 51, 52	1, 1, 1, 1, 1, 2, 2, 2, 3, 3, 3, 5, 5, 7, 7
13	0.69	37, 38, 40	6, 6, 6
14	0.77	63, 64, 65	8, 8, 8
15	0.76	1, 4, 7, 8, 12, 16	1, 1, 1, 1, 2, 3
16	0.72	8, 21, 55, 56, 66, 67, 70, 78	1, 3, 8, 8, 9, 9, 9, 10
17	0.65	54, 55, 56	8, 8, 8
18	0.69	1, 7, 15, 17, 32, 69	1, 1, 2, 3, 5, 9
19	0.61	39, 42, 46	6, 6, 7
20	0.64	44, 47, 49, 50, 53, 57	7, 7, 7, 7, 7, 8

TABLE 5

VARIMAX ROTATED FACTORS AND COMMUNALITIES FOR THE THREE-FACTOR SOLUTION FOR THE SES

	COMMUNALITIES	FACTORS I	II	III
1	0.71	0.84	0.07	0.03
2	0.79	0.87	0.12	0.13
3	0.64	0.80	0.00	-0.09
4	0.70	0.83	0.08	0.02
5	0.69	0.76	0.19	-0.28
6	0.76	-0.02	-0.04	0.87
7	0.72	0.02	0.72	0.44
8	0.70	-0.00	0.84	-0.04
9	0.51	0.51	0.43	-0.25
10	0.53	0.27	0.62	-0.25
	6.73	3.70	1.85	1.18

Factor I, tentatively interpreted as a performance factor. Subtests 7 to 10 pertained to francophone reactions and affective behaviour, providing a possible common interpretation for Factor II. Subtest 6, Factor III, pertained to expected English services in francophone areas. The principal components analysis appeared to recover broad conceptual areas on which the design of the questionnaire was based.

Subsequent to the pilot administration, the format of the response scale for the SES was revised for the first five subtests so that response A represented "not at all" and response D represented "very well", the reverse of the pilot scale. For subtests six to ten, the response scale was changed from an "agree" format to one which represented the frequency of the expectation, such that response A represented "most of the time", B "frequently", C "seldom" and D "never."

In subtest seven, items 51 and 52 were interchanged. In subtest ten, item 78 was reworded to become a multiple choice question and was moved to subtest eleven where it became item 82, while item 79 became the last item, number 78, of subtest ten. Two other items (15 and 16) from Section III of the pilot questionnaire were moved to subtest eleven (items 82 and 83) and one further item (84) concerning the realization of student expectations under the present conditions of learning French was added. Questionnaires in revised form are found in Appendix B.

THE STUDY GROUPS

The 2291 respondents who participated in the study comprised three groups:

1. students of French (N=1715)
2. parents of students of French (N=452)

3. teachers of French (N=128).

Students of French (N=1715)

The student group was drawn from among students who were studying French as a second language through the program Le Français International[8] in grades 7 to 12 in the province of Saskatchewan in the school year 1973-74. The student sample represented both rural and urban groups. Table 6 indicates the number of subjects for each grade level in both rural and urban centres.

Parents of Students of French (N=452)

The parent participants were drawn from among the parents or guardians of students of French to whom the questionnaire had been administered in grades 7, 9 and 12.

Teachers of French (N=128)

The teacher group was drawn from among the teachers of French in Saskatchewan listed in the November 11, 1973 print-out from the Saskatchewan Department of Education. From the total number of teachers every third name (162) was drawn from the list and 128 teachers responded.

It should be noted that the dominant home language for students and parents was found to be English, whereas about one-fifth of the teachers reported French to be the dominant home language. Detailed biographical information for students, parents and teachers may be found in Appendix C.

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[8] P. Calvé, et al., Le Français International (deuxième version; Montréal: Centre Educatif et Culturel, 1972). G. Rondeau and J. P. Vinay, Le Français International (Montréal: Centre Educatif et Culturel, 1967).

TABLE 6

NUMBER OF STUDENT RESPONDENTS
BY GRADE, BY SCHOOL

GRADE	RURAL RA	RB	RC	RD	RE	RF	RG	RH	RI	RJ	RK	RL	RM	RURAL TOTAL	URBAN UA	UB	UC	UD	UE	UF	UG	UH	UI	UJ	UK	URBAN TOTAL	STUDENT GRAND TOTAL
7	21	24	29	24	24	19								141	33	32	24				24	41	28			182	
8	24	26	29	17	16	23								135	20	23	28				10	30	28			139	
9	26	28	32	24	18	15								143				27	23	21				26 24	29	150	
10	25	-	24 21	24	13	21								128				28	25	25				24 24	19	145	
11	13	18	11 9	12	13	9	6	8	11	15	7	8	4	144				21	25	24				29 33	17	149	
12	20 17	3	12	1	9	13	8	7	9	11	5	2	8	125				14	14	16 25				25 25	15	134	
TOTALS	146	99	167	102	93	100	14	15	20	26	12	10	12	816	53	55	52	90	87	111	34	71	56	210	80	899	1715

PROCEDURE OF THE STUDY

The study was conducted in six public and five separate schools of an urban centre and in fifteen rural schools, all in the province of Saskatchewan.

Permission was obtained from school authorities in September, 1973 to conduct the study. The Societal Expectations Survey (SES) was administered to 1715 students of grades 7 to 12 in the selected classrooms between November 27, 1973 and April 9, 1974. The researcher and an assistant administered all questionnaires.

Following completion of the SES, grades 7, 9 and 12 received a copy of Form B (parent's questionnaire) in a sealed envelope to take home. The envelope contained the parent's questionnaire, an explanatory letter, a return self-addressed envelope and a request that the student's parents complete the questionnaire and return it to the French teacher in the sealed envelope. The teacher returned the completed questionnaires to the researcher in the self-addressed envelope. Table 7 shows the number of parents' returns per grade 7, 9 and 12 in each rural and urban school.* A teacher's questionnaire (Form C) with an explanatory letter and a stamped return addressed envelope enclosed was sent to 162 teachers in the month of November, 1973. A reminder was sent out in late December to those who had not yet returned the questionnaire.

By May 1974, data had been received from 1715 students, 452 parents and 128 teachers. These respondents then constituted the study

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*It should be noted that the number of parent replies returned may denote a figure higher than the actual percentage since some parents would be parents of children in two or more of the grades to which the questionnaires were distributed.

TABLE 7

NUMBER OF PARENT RESPONDENTS
BY GRADE, BY SCHOOL

	RURAL														URBAN												
GRADE	RA	RB	RC	RD	RE	RF	RG	RH	RI	RJ	RK	RL	RM	RURAL TOTAL	UA	UB	UC	UD	UE	UF	UG	UH	UI	UJ	UK	URBAN TOTAL	PARENT GRAND TOTAL
7	11	7	23	9	3	10								63	18	16	16				17	13	12			92	
9	10	16	22	10	7	9								74				7	9	11				16 14	23	80	
12	10 11	3	7	-	8	11	5	6	5	7	5	-	7	85				5	6	17				14 10	6	58	
TOTALS	42	26	52	19	18	30	5	6	5	7	5	-	7	222	18	16	16	12	15	29	17	13	12	54	29	230	452

groups for the research.

Reliability of the SES Questionnaire

A retest of the SES instrument was administered between three and five months after the original testing to one class at each grade level of the original urban student group. A total of 123 students was involved in the retest procedure.

The stability coefficients are presented in Table 8 with the number of respondents at each grade level. Test-retest coefficients varied substantially from grade to grade, but total test-retest reliability increased with ascending grade level, ranging from 0.65 for grade 7 to 0.88 for grades 8 and 12. The test-retest reliability for the total subsample on all eleven subtests was 0.66. The result for grade 9 was puzzling and it may be that students answered at random either on the first test or the second, probably the second. There were more test items than there were respondents to the questionnaire, a situation leading to problems in the statistical analysis. The test-retest means for the total student group are found in Table 9.

Statistical Analysis

Data collected through administration of the Societal Expectations Survey were analyzed with statistical procedures in order to answer the questions posed in this study. Certain assumptions were made concerning the data and the procedures that were employed.

It was assumed that responses obtained on the Societal Expectations survey were a level of measurement that would make it possible to use the parametric statistical procedure of one-way and two-way analysis of variance, principal-axis factor analysis, product-moment correlations and

TABLE 8

TEST-RETEST COEFFICIENTS OF STABILITY FOR STUDENT GROUP

SUBTEST	No. (123) TOTAL GROUP	Gr 7 (N=28)	Gr 8 N=(22)	Gr 9 N (18)	Gr 10 N (24)	Gr 11 N (24)	Gr 12 N=(7)
1	0.57	0.38	0.68	0.42	0.63	0.66	0.21
2	0.59	0.45	0.69	0.19	0.63	0.73	0.54
3	0.59	0.54	0.80	0.62	0.63	0.46	0.27
4	0.61	0.72	0.75	0.17	0.53	0.63	0.59
5	0.60	0.76	0.66	0.00	0.57	0.37	0.76
6	0.50	0.13	0.25	0.62	0.81	0.70	0.56
7	0.47	0.36	0.58	0.45	0.56	0.72	0.85
8	0.58	0.56	0.75	0.37	0.60	0.85	0.64
9	0.53	0.47	0.66	0.07	0.40	0.47	0.95
10	0.60	0.49	0.61	0.56	0.69	0.74	0.81
11	0.46	0.08	0.61	0.63	0.44	0.70	0.48
TOTAL SUBTESTS	0.66	0.65	0.88	0.00	0.72	0.83	0.88

TABLE 9

TEST-RETEST MEANS FOR TOTAL STUDENT GROUP

SUBTEST	TOTAL GROUP N=123 1ST TESTING	2ND TESTING
1	22.6	21.7
2	20.0	19.1
3	20.1	19.1
4	13.5	12.7
5	15.2	14.8
6	23.8	23.7
7	34.2	33.6
8	36.8	36.5
9	16.9	16.5
10	20.6	20.4
11	13.2	13.6
TOTAL SUBTESTS	237.0	231.5

the tests associated with each. Other procedures that were used included computation of the unadjusted mean scores and standard deviations, adjusted mean scores, percentages and rank ordering of responses.

In all cases where the results of a statistical procedure led to a statistical or non-statistical conclusion, that result was subjected to the appropriate test of significance, and those results reaching a level of significance less than .05 were accepted as conclusive.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter describes and discusses the data collected on the Societal Expectations Survey questionnaire. Results of the statistical analyses are reported and some interpretation of findings is attempted. The order of presentation of the results is as follows: a) the specific question within each of categories A, B and C is followed by a table of the unadjusted means and standard deviations and a table of the adjusted means; b) a table reports the intercorrelations among subtests; c) a table reports results of an analysis of variance between groups; d) a line graph depicts the major differences in high and low expectations among the three study groups on each subtest; and e) a final table depicts results of the cross-tabulations of specific subtest items.

A description of relevant data and a discussion of findings accompanies the tables.

CATEGORY A: EXPECTATIONS FOR COMPETENCIES AND AFFECTIVE BEHAVIOUR

Question 1

What are the expectations of performance of French aural comprehension, oral expression, reading comprehension and written expression at the end of the grade 12 French course as perceived by

1.1 students of French, grades 7 to 12

1.2 parents of students of French, grades 7, 9 and 12

1.3 teachers of French?

Table 10 presents the unadjusted mean scores and standard deviations for expectations of performance (subtests 1 to 4) held by students, parents and teachers, followed by the adjusted mean scores for the three participant groups. Because each subtest contained a different number of items, each mean subtest score was divided by the number of items in the subtest to produce the adjusted mean subtest score to facilitate comparisons.

On the basis of both unadjusted and adjusted means, the teacher group clearly held higher expectations than either students or parents on all four subtests of performance. Lowest performance expectations were expressed by parents for aural comprehension and oral expression (understanding and speaking). Student expectations were lowest for reading comprehension and written expression. In three of the four subtests (aural comprehension, oral expression, reading comprehension) parents' and students' expectations were more closely aligned to each other than to those of teachers. On the subtest of written comprehension parents and teachers were most closely grouped.

One explanation might be that students were more influenced by the home than the school in their expectations of performance in French. Another factor influencing the results may have been that teachers felt that,since they had taught the material, their students should be proficient in it. Apparently this expectation was not fully shared by their students.

The standard deviations of subtest scores for teachers were found to be much lower (2.64 to 3.42) than those for students (3.43 to 4.30) and parents (3.52 to 4.54),indicating that teachers appeared to be more homogeneous in their responses than students or parents. One explanation

TABLE 10

UNADJUSTED AND ADJUSTED MEANS AND STANDARD DEVIATIONS FOR STUDENT, PARENT AND TEACHER EXPECTATIONS ON 4 SUBTESTS OF PERFORMANCE

A. UNADJUSTED MEANS AND STANDARD DEVIATIONS

Subtest	Students			Parents			Teachers		
	X̄	SD	N	X̄	SD	N	X̄	SD	N
1. Aural Comprehension	20.5	4.25	(1711)	20.4	4.54	(444)	21.3	3.15	(128)
2. Oral Comprehension	17.8	4.28	(1711)	17.4	4.22	(443)	18.7	2.91	(128)
3. Reading Comprehension	18.4	4.30	(1711)	19.0	4.09	(440)	20.0	3.42	(127)
4. Written Expression	12.2	3.43	(1708)	12.6	3.52	(442)	12.7	2.64	(127)

B. ADJUSTED MEANS

Subtest	Students X̄	Parents X̄	Teachers X̄
1. Aural Comprehension	2.56	2.54	2.67
2. Oral Expression	2.54	2.48	2.67
3. Reading Comprehension	2.63	2.72	2.86
4. Written Expression	2.43	2.53	2.55

might be that the teachers as a group had more specific performance objectives in mind than students and parents who may have had more loosely formulated goals as a criterion.

The two so-called "passive skills" of reading comprehension and aural comprehension headed the list of expectations for all three groups on unadjusted means, but it should be noted that teachers scored equally high in their expectations of oral expression (2.67) when means were adjusted.

All three study groups, on the basis of unadjusted means, expressed lowest expectations for written expression. This finding changed slightly when means were adjusted. The lowest expectation then became that for oral expression among the parents' group. The low expectations of oral expression may have been a reflection of the parents' own feelings of reticence and inadequacy in conversing in another language. Parents may also have been unaware of the heavy emphasis given oral communication in French classes or may have felt some skepticism as to its efficacy.

Table 11 presents the intercorrelations for subtests 1 to 4 for students, parents and teachers. Students and parents tended to perceive the four areas of proficiency as much more closely interrelated than did the teachers. Perhaps this was so because the teachers were more aware of the technical aspects of teaching and evaluating each of these skills. The somewhat lower correlations for teachers suggest that they tended to differentiate in their expectations of performance of individual students in these four areas, whereas both students and parents tended to globally rate their expectations of proficiency as either high or low.

Table 12 contains a summary of two-way repeated measures analysis

TABLE 11

INTERCORRELATIONS OF EXPECTATION OF PERFORMANCE SCORES SUBTESTS 1-4 FOR STUDENTS, PARENTS, TEACHERS

Students N = 1711

Subtest	1 (Aural Comp)	2 (Oral Exp)	3 (Reading Comp)
2 (Oral Exp)	.79		
3 (Reading Comp)	.72	.77	
4 (Written Exp)	.64	.72	.73

Parents N = 450

Subtest	1 (Aural Comp)	2 (Oral Exp)	3 (Reading Comp)
2 (Oral Exp)	.83		
3 (Reading Comp)	.74	.73	
4 (Written Exp)	.66	.68	.77

Teachers N = 128

Subtest	1 (Aural Comp)	2 (Oral Exp)	3 (Reading Comp)
2 (Oral Exp)	.54		
3 (Reading Comp)	.56	.42	
4 (Written Exp)	.36	.40	.63

TABLE 12

SUMMARY OF TWO WAY REPEATED MEASURES ANALYSIS OF VARIANCE FOR EXPECTATIONS OF PERFORMANCE (SUBTESTS 1 TO 4) FOR STUDENTS, PARENTS AND TEACHERS

Source of Variation	SS	DF	MS	F	p
Between subjects	2811.7	2288			
"A" Main Effects (groups)	13.3	2	6.65	5.42	0.005
Subjects within Groups	2801.6	2286	1.23		
Within subjects	835.1	6867			
"B" Main Effects (subtests)	25.5	3	8.49	74.75	<0.001
"A" & "B" Interaction	4.0	6	0.66	5.83	<0.001
"B" x Subj. within groups	779.1	6858	0.11		

of variance for expectations of performance for students, teachers and parents. Both main effects were found to be significant. There was a significant difference in the expectations of students, parents and teachers on the four proficiency subtests ($F = 5.42$, $p < .001$). The expectations with respect to the four areas of proficiency were also found to be significantly different for each group of respondents within the group. The interaction effect ($F = 5.83$, $p < .001$) was also significant, denoting that the relative expectations were a function of the specific subtest. For more detailed considerations, a series of one-way analyses of variance was carried out.

Table 13 shows a significant difference among students as a group ($F = 136.89$, $p < .0.001$). The greatest expectation for competence was in the area of reading comprehension (2.63) and the lowest was in the

TABLE 13

SUMMARY OF ONE WAY ANALYSIS OF VARIANCE FOR EXPECTATIONS OF PERFORMANCE (SUBTESTS 1 TO 4) FOR STUDENTS

Source of Variation	SS	DF	MS	F	p
Between people	2035.3	1710	1.20		
Within people	580.5	5133	0.11		
Treatments	43.0	3	14.34	136.89	< 0.001
Residual	537.5	5130			
Total	2615.7	6843	0.10		

Treatment Means

1. 2.56
2. 2.54
3. 2.63
4. 2.43

area of written expression (2.43). This is not unexpected since reading comprehension involves the assimilation and interpretation of already existing subject matter, whereas writing involves the generative ideational facility. Furthermore, reading may have been viewed as a non-teacher directed activity in which the student was able to take initiative. There is also the possibility that reading was introduced earlier into the French class due to conditions imposed by heavy class loads and lack of time. This is not surprising since reading involves a relatively passive activity whereas writing is an active endeavour.

TABLE 14

SUMMARY OF ONE WAY ANALYSIS OF VARIANCE FOR STUDENTS, PARENTS AND TEACHERS ON SUBTEST 1 (AURAL COMPREHENSION)

Source	SS	MS	DF	F	p
Groups	101.2	50.6	2	2.64	.072
Error	43890.8	19.20	2286		

Homogeneity of Variance $\chi^2 = 47.9$ $p < 0.001$

Prob. matrix for Sheffé multiple comparison of means

	1	2
2	0.09	
3	0.90	0.08

Table 14 presents a summary of one-way analysis of variance for the subtest of aural comprehension. There was no significant difference between parents and students as reflected by the adjusted means. Pairwise comparisons revealed no significant difference, although students and parents, and students and teachers were more closely related than were teachers and parents. The significant lack of homogeneity of variance in all four one-way analyses is not surprising because of the disparate sample sizes.

In Table 15, a summary of one-way analysis of variance for the subtest of oral expression, there was a significant difference between teachers and parents, the teachers having a significantly higher expectation

TABLE 15

SUMMARY OF ONE WAY ANALYSIS OF VARIANCE FOR STUDENTS, PARENTS AND TEACHERS ON SUBTEST 2 (ORAL EXPRESSION)

Source	SS	MS	DF	F	p
Groups	186.3	93.1	2	5.01	0.007
Error	42449.8	18.6	2286		

Homogeneity of variance $\chi^2 = 38.33$ $p < 0.001$

Prob. matrix for Sheffé multiple comparison of means

	1	2
2	0.09	
3	0,14	0.01

(2.67 versus 2.48 for parents).

Table 16 (subtest of reading comprehension) reveals a significant difference between teachers and students, and parents and students. Both teacher and parent expectations exceeded student expectations of proficiency in reading comprehension.

In Table 17 (subtest of written expression), there was a significant difference between parents and students at the .05 level. Parents, as in prior subtests, had the higher adjusted mean (2.53).

TABLE 16

SUMMARY OF ONE WAY ANALYSIS OF VARIANCE FOR STUDENTS, PARENTS AND TEACHERS ON SUBTEST 3 (READING COMPREHENSION)

Source	SS	MS	DF	F	p
Groups	391.0	195.5	2	10.10	< 0.001
Error	44229.8	19.35	2286		

Homogeneity of variance $\chi^2 = 29.11$ $p < 0.001$

Prob. matrix for Sheffé multiple comparison of means

	1	2
2	<0.001	
3	0.03	0.08

Summary

Statistical analyses of expectations of performance of French as expressed by students, parents and teachers showed significant differences among respondent groups and also among the four skill areas that were explored. Teachers tended to hold higher expectations than either parents or students for performance at the end of grade 12 in aural comprehension, oral expression, reading comprehension and written expression.

Among the four skills, the three study groups expressed lowest expectations for the ability to write in French on the basis of

TABLE 17

SUMMARY OF ONE WAY ANALYSIS OF VARIANCE FOR STUDENTS, PARENTS AND TEACHERS ON SUBTEST 4 (WRITTEN EXPRESSION)

Source	SS	MS	DF	F	p
Groups	100.6	50.3	2	4.08	0.02
Error	28158.4	12.32	2286		

Homogeneity of variance $\chi^2 = 33.4$ $p < 0.001$

Prob. matrix for Sheffé multiple comparison of means

	1	2
2	0.22	
3	0.05	0.96

unadjusted means. When means were adjusted, parent expectations became slightly lower for oral than for written expression. All groups expected highest student performance in the ability to read and understand French at the end of grade 12.

There were no significant differences among groups on expectations of aural comprehension, but on the three remaining subtests, significant differences were identified. Teachers expressed significantly higher expectations than parents for oral expression. All three groups differed significantly in expectations of oral expression, reading comprehension and written expression.

Subtest one - Expectations of performance of aural comprehension. Figure 1 illustrates high and low expectations of the three study groups (students, parents, teachers) according to percentage response given on the SES scale. The high expectation ratings for each item were arrived at by summing the percentage responses from the "quite well" and "very well" categories. Low expectations were derived from adding the responses in the "not at all" and "a little" categories.

The graph illustrates that high rather than low expectations were expressed by all groups for only four of the eight items. For items two, three, five and eight, more than 50 percent of respondents in all groups held generally low performance expectations. Among the respondent groups, teachers tended to hold highest expectations for all items except the second and eighth where parents were highest. Student expectations were lowest among the groups for five items. Ranking pattern among the students, parents and teachers were identical for five of the eight items. There appeared therefore to be agreement on item priority but differences in the expectation level of performance.

Table 18 presents the percentage of choice of response by group (student, parent, teacher) for the eight items of subtest one (expectations of aural comprehension), with the mean and rank. Each item is discussed with regard to the expectations of the three participant groups.

Of the three groups, teachers scored highest in expectations for item one, "understanding a simple request in French for directions." Mean expectation among teachers was 3.33 on a four-point scale compared to the mean scores of 2.92 and 3.07 for students and parents respectively. Higher teacher expectations may have been due to the teachers' knowledge of the

FIGURE 1

High and Low Expectations Expressed by Students, Parents and Teachers in Terms of Percentage Response to the Eight Items of Subtest One

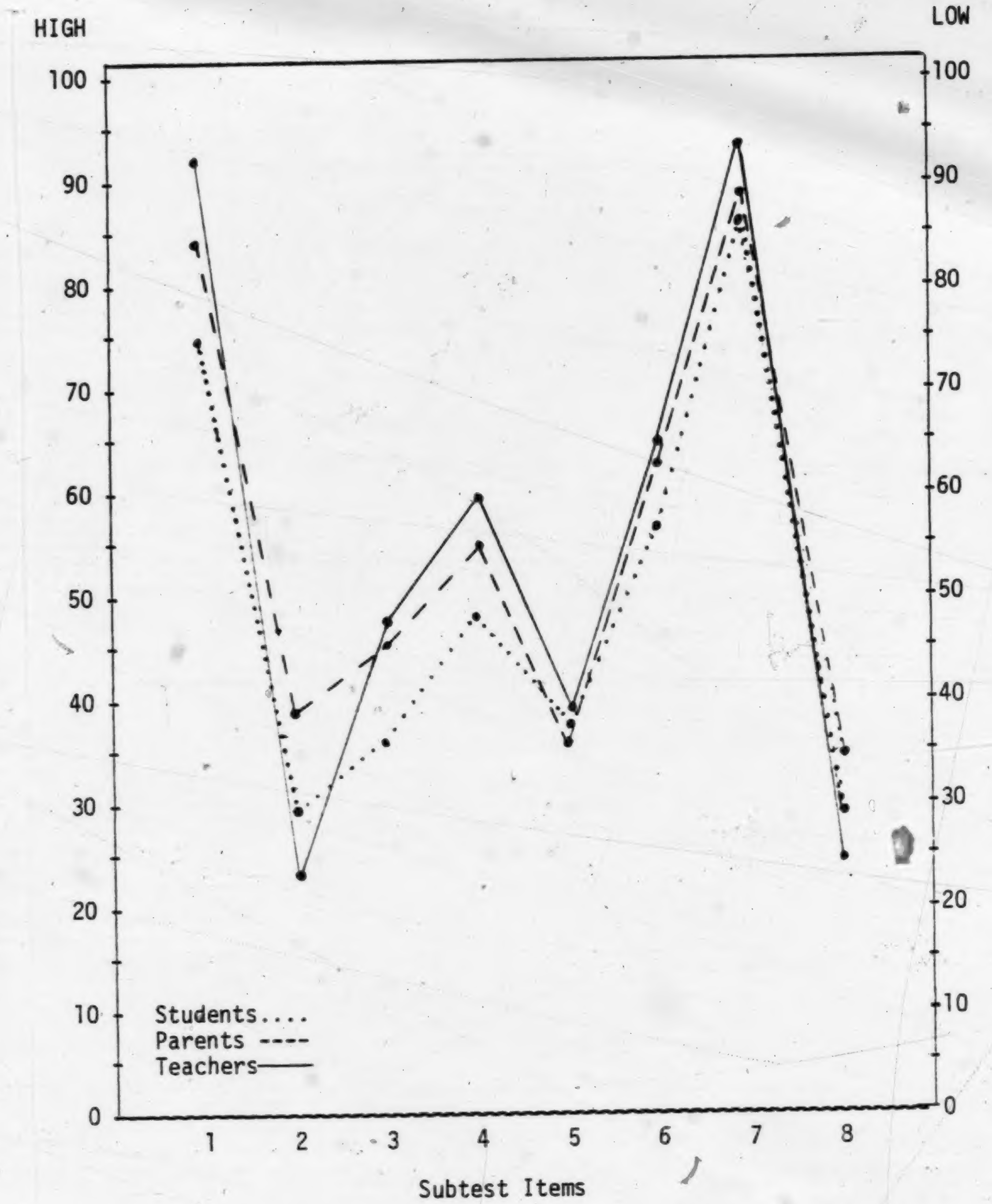

TABLE 18

SUMMARY OF ITEM CROSS-TABULATIONS FOR STUDENTS, PARENTS AND TEACHERS EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF PERFORMANCE OF AURAL COMPREHENSION (SUBTEST 1)

At the end of my (the) French language course in Grade 12, I would expect (a Grade 12 student) to be able to understand:

Item No. Item Wording		not at all	a little	quite well	very well	$\bar{X}$	Rank
1. a simple request in French for directions	S	2.1	23.5	53.3	21.1	2.92	2
	P	1.1	15.0	53.5	30.4	3.07	2
	T	0.0	7.0	53.1	39.8	3.33	2
2. the news on the radio in French	S	9.6	61.1	26.2	3.1	2.23	7
	P	7.7	53.9	35.5	3.0	2.28	6
	T	3.9	72.7	22.7	0.8	2.20	7
3. the news on television in French	S	7.9	56.3	32.2	3.6	2.31	5
	P	5.4	49.4	40.6	4.5	2.39	5
	T	0.8	51.6	46.1	1.6	2.48	5
4. the weather report on French television	S	7.8	44.0	40.1	8.1	2.48	4
	P	6.1	39.0	46.3	8.6	2.52	4
	T	3.1	37.5	50.0	9.4	2.66	4
5. the hockey broadcast on French television	S	15.5	47.3	29.2	8.0	2.27	6
	P	13.4	50.9	31.3	4.4	2.19	8
	T	8.7	52.0	34.6	4.7	2.34	6
6. an everyday conversation in French	S	6.1	32.4	42.7	19.8	2.75	3
	P	6.8	37.4	44.5	11.2	2.53	3
	T	0.8	35.2	53.9	10.2	2.73	3
7. a store clerk discussing prices, colours	S	3.0	11.5	39.2	46.2	3.29	1
	P	1.6	10.0	52.7	35.7	3.15	1
	T	0.0	6.2	46.9	46.9	3.41	1
8. a French language movie or TV program	S	12.4	58.9	24.1	4.7	2.21	8
	P	10.3	55.5	30.6	3.7	2.22	7
	T	3.9	71.7	24.4	0.0	2.19	8

specific classroom activities involved, in which asking for and responding to directions form an integral part of the learning situation. The low student scores for this item may have derived from student awareness of the difficulty in understanding unfamiliar voices in a second language and their hesitancy in casual social encounters in another language. Students may also have based their expectations on the types of grades received in the classroom setting. Item one was ranked at the second highest expectation level for all three groups.

For item two, "understanding news on the radio in French," parents held the highest mean score (2.28) compared to students (2.23) and teachers (2.20). This suggested that parents may have been unaware of the difficulties of the task which they perceived globally. Students and teachers may have perceived that aural comprehension of a news broadcast in French may require a wider range of structure and vocabulary than that possessed by Grade 12 students. A further explanation may be that aural comprehension of normal French language speech, as spoken by unfamiliar voices, without visual support and without the possibility of repetition, may require a greater knowledge of and practice with the intonation and rhythm patterns. Since listening to news broadcasts in French is not a usual daily classroom activity, this may also account for diminished expectations by students and teachers. This item was ranked in seventh place by students and teachers, and in sixth place by parents.

The third item in the subtest, "understanding the news on television in French," was ranked fifth among the eight items on the expectation rating. The highest expectation for this item was held by teachers (2.48) compared with parents (2.39) and students (2.31). All three participant groups held higher expectations for comprehension of a television news broadcast compared with item two (a radio news broadcast). This may suggest that the visual element in television may have been perceived as an aid to aural comprehension, particularly so by the teacher group. In Saskatchewan, French language television was very limited and all three groups may have responded hypothetically without having actually had the experience of watching a French language television newscast.

Item four was concerned with "understanding the weather report on French television." Teachers held the highest expectation of the three groups (2.66) compared with the parents' mean of 2.52 and students' mean of 2.48. The high teacher score may have been due to the fact that questions and answers concerning the weather are a regular classroom activity. The lower parent scores may have reflected a lack of knowledge about the French program. The still lower student scores may have been in response to some anxiety with respect to understanding an unfamiliar voice and the technical terminology common to media forecasts. Item four received the fourth highest expectation rating by all three groups.

Teachers had the highest mean score for item five, "understanding the hockey broadcast on French television." Teachers' mean was 2.34 compared with students' (2.27) and parents' (2.19). It may have been that teachers perceived the visual element in a television hockey game as an aid to aural comprehension. Students and parents who responded positively to this item may also have perceived the visual adjunct in the same light. Those who responded negatively may have considered the rapid speech of the hockey announcer as a block to aural comprehension. It may also be that all three groups were responding hypothetically to this item.

On the first five items students appeared to have had higher expectations of understanding classroom-oriented material (i.e., weather) on television as compared with non-classroom materials (i.e., hockey or newscasts).

Students held the highest mean expectation (2.75) for item six, "understanding an everyday conversation in French." Teacher expectations were second highest (2.73) and parent expectations were 2.53. One explanation may be that students, and to almost the same extent teachers, felt that everyday conversations were a daily classroom activity. It may also be that students held somewhat more simplistic notions than teachers or parents of what constitutes an everyday conversation.

Item seven, "understanding a store clerk discussing prices, colors," received the highest mean expectation score of all eight items in the subtest. As was shown in Figure 1, expectations for performance on this item were highest for all three groups. It was also the only question on which mean expectation scores were above three for all groups: students (3.29); parents (3.15); teachers (3.41). As with other items, teacher expectations were higher than the other two study groups. The unusually high expectations for this item may have been due to practice in the classroom with colors and numbers, and the time and importance given to buying and selling in society.

Item eight, "understanding a French language movie or TV program," brought the lowest expectation scores for all groups and all items with one exception. Parents ranked it seventh and put French hockey broadcasts in last place. Mean scores for the three groups were: students, 2.21; parents, 2.22; and teachers, 2.19. Generally low expectations of performance for this skill may have been due to the perceived difficulty of the task (range of structures and vocabulary, and degree of aural receptivity) or to a lack of familiarity with French language film and television.

Subtest two - Expectations of performance of oral expression. Subtest two consisted of seven questions related to expectations of performance of the ability to speak in French at the end of grade 12. Figure 2 shows the overall expectation level of the three study groups on the seven items. In general, most respondents of all three groups tended to hold high rather than low expectations for most of the items of this subtest of oral expression. It was only for items ten and fifteen that this trend changed. For these items, a larger percentage of respondents expressed low performance expectations.

Teachers held higher expectations than either students or parents for four of the seven items. Students were the highest expectation group for items ten and thirteen and parents were highest for item fourteen. It was of interest that for item ten only 10.9 per cent of teachers held high performance expectations while nearly one quarter of all parents and students rated this as a high expectation item.

Detailed expectation differences among study groups and subtest items are shown in Table 19. Item 9, the first question in subtest two, dealt with "the ability to give directions in French to a tourist." This question was given the second highest mean expectation score by teachers and third highest by students and parents. Scores were: students (2.67); parents (2.74); teachers (2.95). In general, all groups held lower expectations for the "ability to give directions" than for a related item in subtest one that dealt with the ability to understand a request for directions.

FIGURE 2

High and Low Expectations Expressed by Students, Parents and Teachers in Terms of Percentage Response to the Seven Items of Subtest Two

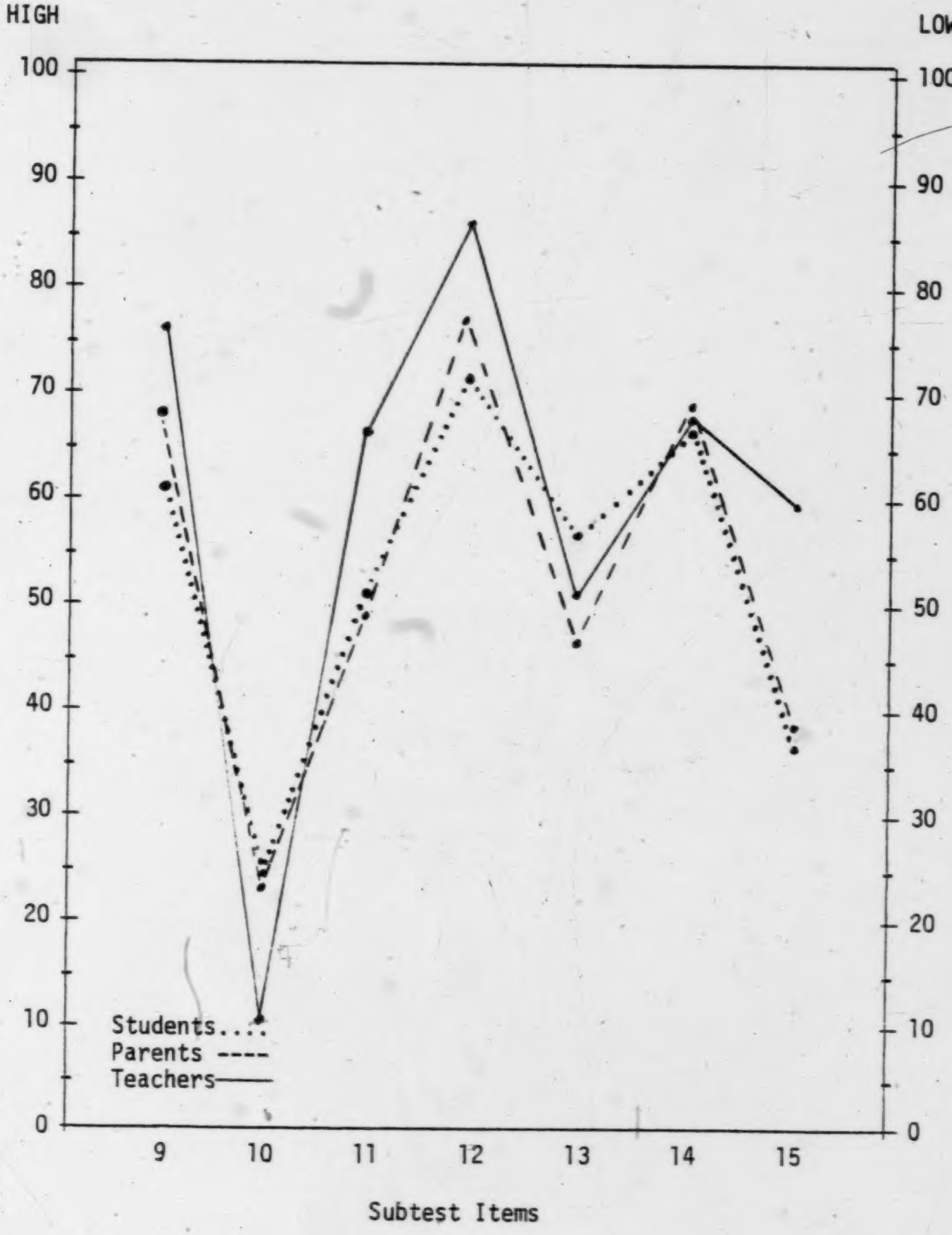

TABLE 19

SUMMARY OF ITEM CROSSTABULATIONS FOR STUDENTS, PARENTS AND TEACHERS EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF PERFORMANCE OF ORAL EXPRESSION (SUBTEST 2)

By the end of my (the) Grade 12 French course, I would expect (a Grade 12 student) to be able to:

Item No.	Item Wording		not at all	a little	quite well	very well	$\bar{X}$	Rank
9.	Give directions in French to a tourist	S	7.1	31.2	47.7	14.0	2.67	3
		P	2.1	30.0	51.5	16.5	2.74	3
		T	0.8	22.7	57.0	19.5	2.95	2
10.	Discuss the news in French	S	21.1	54.6	20.7	3.6	2.07	7
		P	17.2	58.9	22.5	1.4	2.01	7
		T	10.2	78.9	10.9	0.0	2.01	7
11.	Talk about the weather in French	S	8.9	40.5	39.7	10.9	2.52	5
		P	7.3	43.8	41.7	7.1	2.41	4
		T	0.8	33.6	53.1	12.5	2.77	3
12.	Order a meal in French	S	4.6	22.9	47.1	25.4	2.93	1
		P	1.8	21.0	57.8	19.4	2.87	1
		T	0.8	14.1	64.8	20.3	3.05	1
13.	Carry on an everyday conversation in French	S	9.9	33.6	38.6	17.9	2.63	4
		P	12.1	41.6	39.3	7.1	2.35	5
		T	1.6	48.0	44.9	5.5	2.52	6
14.	Discuss with store clerk properties of an article in French	S	5.4	29.4	45.3	19.8	2.79	2
		P	3.6	28.7	49.2	18.5	2.76	2
		T	2.4	31.5	52.8	13.4	2.75	4
15.	Take part in a French language play	S	25.7	37.9	26.7	9.7	2.20	6
		P	16.5	45.3	31.6	6.6	2.22	6
		T	7.9	32.3	47.2	12.6	2.63	5

Lowest expectation scores for all three study groups on the seven items in the subtest were given to item ten, "able to discuss the news in French." Expectation scores expressed by students were marginally higher than those of the other two groups: students (2.07); parents (2.01); teachers (2.01). The expected ability to "understand" the news in French (subtest one) was only slightly higher than the expected ability to "discuss" the news. Teacher expectations for this item were extremely low.

Item eleven of subtest two, "able to talk about the weather in French," was third highest expectation expressed by teachers (2.77) on the oral ability subtest. In contrast, students ranked this item in fifth place (2.52) and parents gave it fourth position (2.41). The related item in the aural comprehension subtest, "the ability to understand the weather report," was ranked fourth by all groups. It was noted that teachers held higher expectations for students' ability to discuss the weather in French than to understand the weather report in French. Teachers may have perceived the discussion in terms of a classroom activity without the technical terminology of a television weather report.

Highest expectation rating among all groups was directed to item twelve, "able to order a meal in French." Teachers' expectations (3.05) were higher than either students' (2.93) or parents' (2.35). The high expectations expressed for this item may have been due to the fact that role-playing of ordering a meal is often a classroom activity. Some responses may have been based on the notion that gestures could be used to communicate a meal order.

Item 13, "able to carry on a conversation in French," was the second of two items on this subtest for which students held the highest expectations of the three groups. Mean expectation scores were: students, 2.63; parents, 2.35; and teachers, 2.52. Figures also showed that a much higher percentage of students than parents or teachers expected to do very well in an everyday conversation in French. However, as with other related items in subtest one, the general expectation "to carry on" a conversation was appreciably lower than the expected ability "to understand" a conversation.

Students and parents gave second place ranking to item 4, "able to discuss with a store clerk the properties of an article in French." Teachers on the other hand gave this item a fourth place ranking. Mean expectation scores were: students, 2.79; parents, 2.76; and teachers, 2.75. The trend of lower expectations for oral production rather than for aural comprehension as established continued on this item in comparison to subtest one. The ability "to understand" a store clerk had been given highest rating by all groups.

The three study groups held relatively low expectations for item 15, "able to take part in a French language play," but teachers' expectations were slightly higher (2.63) than were either students' (2.20) or parents' (2.22). The higher teachers' expectations may have been due to the common classroom practice of having students act out dialogues or to the teachers' perception of the element of practice in play rehearsals. Adolescents may feel self-conscious about this activity and in this study may have been expressing a dislike for the practice.

Subtest three - Expectations of performance of reading comprehension. The following discussion presents data about expectation of performance of reading comprehension. The same procedure for discussion of the data will be used as in subtests one and two.

Figure 3 illustrates high and low expectations of performance on these criteria as expressed in percentage responses of students, parents and teachers. The general pattern of the first two subtests is continued in this subtest, with teachers holding higher performance expectations than either those of parents or students for six of the seven items. Parents were the highest expectation group for item 21 and students were consistently slightly below the other two groups. The student response to items 18 and 21 were two cases where more than 50 per cent of a group held low rather than high expectations. All groups agreed on highest ranking for item 16 and lowest for item 21.

Table 20 presents the percentage of choice of response by group (student, parent, teacher) for the seven items of subtest three (expectations of reading comprehension), with the mean and rank. Mean expectation scores saw all three groups giving first place to item 16, "to read and understand major French language signs." Scores were: students, 3.14; parents, 3.26; and teachers, 3.50. These high expectations may have related to the fact that this skill is routinely taught in schools as part of the program Le Français International and that bilingual French-English signs have become more commonplace in public. Thus all participants may have become more familiar with the French language version.

For item 17, "to read and understand the headlines in a French newspaper," both parents and teachers held higher expectations than students. Expectation scores were: students, 2.78; parents, 2.98; teachers, 3.11. A similar pattern was noted in mean expectation scores for item 18, "to read and understand a French language newspaper article." Here expectation scores were: students, 2.39; parents, 2.50; and teachers,

FIGURE 3

High and Low Expectations Expressed by Students, Parents and Teachers in Terms of Percentage Response to the Seven Items of Subtest Three

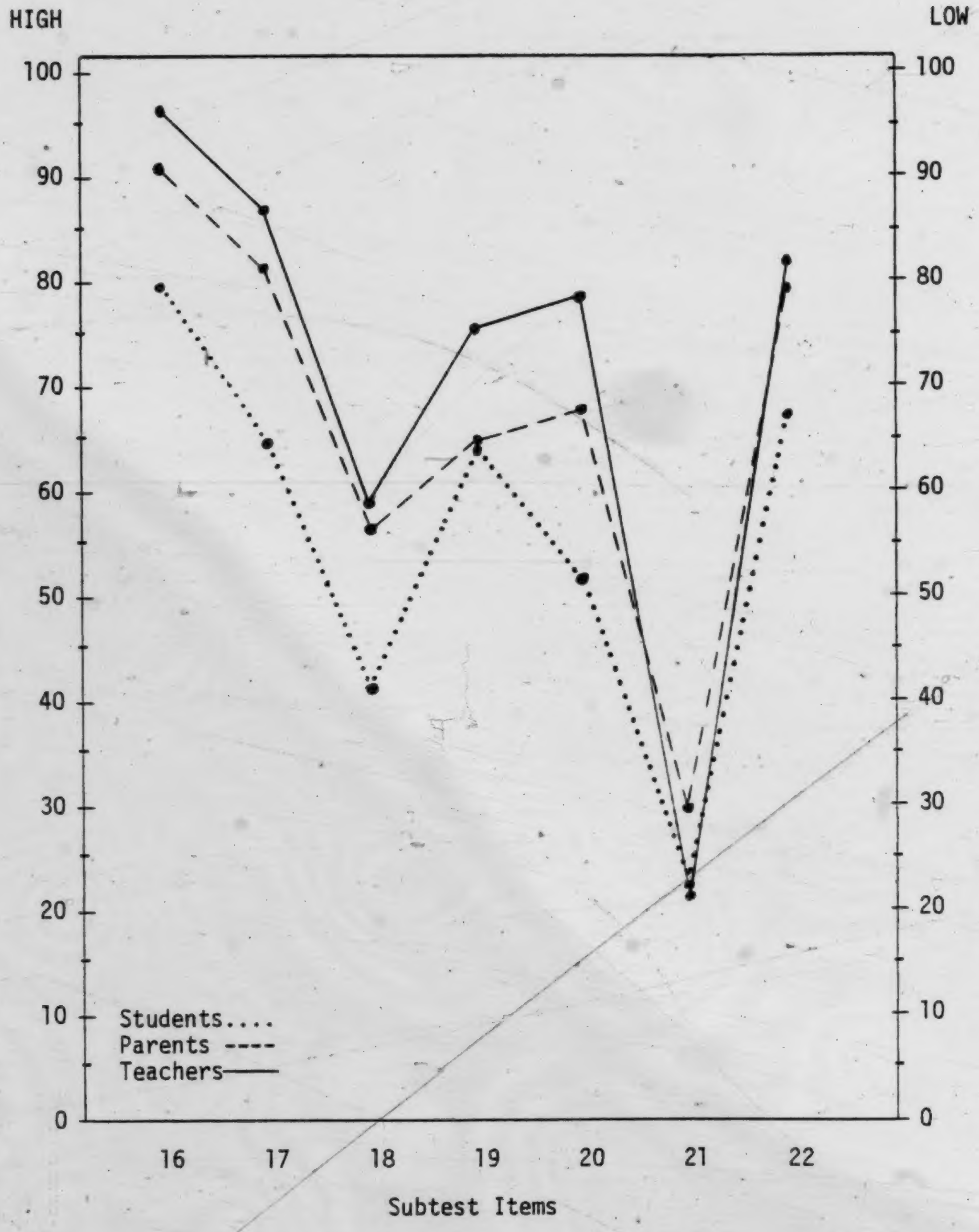

TABLE 20

SUMMARY OF ITEM CROSSTABULATIONS FOR STUDENTS, PARENTS AND TEACHERS EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF PERFORMANCE OF READING COMPREHENSION (SUBTEST 3)

When I have finished my (the) Grade 12 French course, I would expect (a Grade 12 student) to be able to:

Item No.	Item Wording		not at all	a little	quite well	very well	$\bar{X}$	Rank
16.	Read and understand major French language signs	S	2.6	17.7	41.6	38.1	3.14	1
		P	0.7	8.7	45.4	45.2	3.26	1
		T	0.0	3.2	38.1	58.7	3.50	1
17.	Read and understand the headlines in a French newspaper	S	5.1	30.8	44.1	20.0	2.78	4
		P	1.1	17.7	53.9	27.3	2.98	2
		T	1.6	11.0	59.8	27.6	3.11	2
18.	Read and understand a French language newspaper article	S	9.0	49.9	34.4	6.7	2.39	6
		P	5.0	38.7	50.3	5.9	2.50	6
		T	2.4	39.7	54.8	3.2	2.55	6
19.	Read and understand the comic strips in French	S	5.2	30.8	43.1	20.9	2.79	3
		P	4.1	31.2	52.5	12.2	2.64	5
		T	2.4	22.0	62.2	13.4	2.84	5
20.	Read and understand newspaper advertisements in French	S	7.3	40.4	40.1	12.2	2.56	5
		P	1.8	30.9	53.8	13.5	2.71	4
		T	0.8	21.3	64.6	13.4	2.88	4
21.	Read and enjoy a paperback novel in French	S	31.9	46.1	17.9	4.0	1.93	7
		P	23.4	47.2	25.2	4.1	2.04	7
		T	12.6	66.1	19.7	1.6	2.09	7
22.	Read a French language menu	S	4.4	28.7	44.0	22.8	2.85	2
		P	1.8	19.9	54.9	23.3	2.91	3
		T	0.0	18.1	55.9	26.0	3.06	3

2.55. However, the expected ability "to read an article" was generally ranked much lower (6th place) than was the expectation to be able to "read a headline." This was ranked fourth by students and second by parents and teachers. Differences may have been related to general reading habits of the three groups which likely would have seen teachers and parents being more involved with newspapers.

Item 19, "to read and understand the comic strips in French," showed a continuation in the general pattern of higher mean teacher expectations. Scores were: students, 2.79; parents, 2.64; and teachers, 2.84. Expectations were generally high among all three groups. Students gave third place ranking to this item compared to sixth place for the previous question. Scores on this item may have been related to the visual element in comic strips, the usually short sentence construction used, and the use of comic strip type of material in the French instruction program.

Expectations were only average for item 20, "to read and understand newspaper advertisements in French." Again, teachers' expectations (2.88) and parents' (2.71) were higher than students' (2.56) but differences were not great.

For all three study groups, lowest expectations of the reading comprehension subtest were for item 21, "to read and enjoy a paperback novel in French." Mean expectation score expressed by students was only 1.93 on the four-point scale. Parents scored 2.04 and teachers 2.09.

The generally high expectations related to item 22, "to read a French language menu," may have been a reflection of the fact that the study of food terminology likely was a common classroom activity. Respondents may have considered pointing to, rather than reading a menu.

Teachers with a mean expectation score of 3.06 were higher than students (2.85) or parents (2.91), continuing the general pattern demonstrated in the first two subtests of performance.

Subtest four - Expectations of performance of written expression. Figure 4 shows the high and low expectations of the three study groups on subtest four according to percentage responses on five items. This was the only instance among the four subtests of performance where parents were the high expectation group on a majority of items. However, the overall expectation levels among all groups were generally not high. On item 27 well over 50 per cent of respondents in all groups expressed low rather than high expectations. Students were the lowest expectation group for all items relating to written expression,except for item 25.

Table 21 presents the percentage of choice of response for the three participant groups for the five items of subtest four (expectations of written expression) with the mean and rank. In general, expectations of performance for written expression were generally lower for all groups than were expectations on other subtests. In no case did a mean expectation score reach 3.0 on the four-point scale.

Within the subtest, highest expectations expressed by all groups were for item 23, "to write a simple letter in French to a French-speaking friend." Teacher expectations (2.99) were slightly higher than students (2.93) and parents (2.80). The high expectations for this item may have been due to classroom practice at letter writing and the relatively simple level of vocabulary that would be required in such an activity. The motivation to write to a friend or pen pal who would be tolerant of grammatical or spelling errors may also have been a factor.

FIGURE 4

High and Low Expectations Expressed by Students, Parents and Teachers in Terms of Percentage Response of the Five Items of Subtest Four

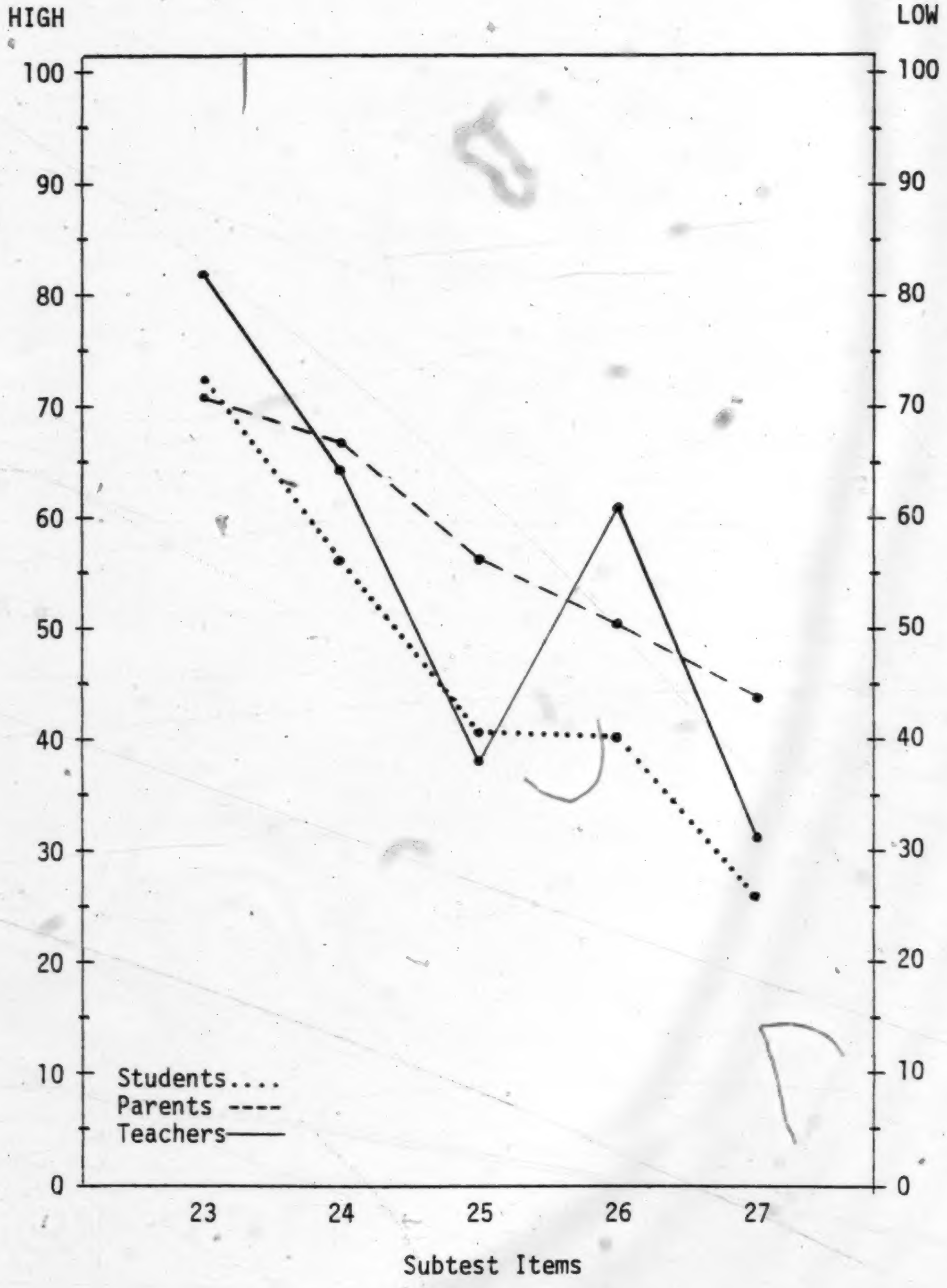

TABLE 21

SUMMARY OF ITEM CROSS-TABULATIONS FOR STUDENTS, PARENTS AND TEACHERS EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF PERFORMANCE OF WRITTEN EXPRESSION (SUBTEST 4)

After completing my (the) Grade 12 French, I would expect (a Grade 12 student) to be able to:

Item no.	Item Wording		not at all	a little	quite well	very well	$\bar{X}$	Rank
23.	Write a simple letter in French to a French-speaking friend	S	5.9	21.0	45.5	27.6	2.93	1
		P	3.4	25.2	52.5	18.9	2.80	1
		T	0.8	16.5	63.0	19.7	2.99	1
24.	Fill out an application form for a job in French	S	11.9	32.3	41.7	14.2	2.57	2
		P	7.6	24.5	52.3	15.6	2.67	2
		T	5.5	29.9	54.3	10.2	2.67	2
25.	Write a letter of application for a job in French	S	17.3	41.7	32.9	8.1	2.30	3
		P	10.8	32.8	44.5	11.9	2.50	3
		T	8.7	52.8	38.6	00.0	2.28	4
26.	Write an acceptable composition in French	S	17.8	41.8	32.6	7.8	2.30	4
		P	12.8	36.7	43.1	7.3	2.37	4
		T	3.1	36.2	55.9	4.7	2.60	3
27.	Draft a report in French for the media	S	22.8	50.3	23.4	3.5	2.07	5
		P	15.5	39.7	39.7	5.0	2.28	5
		T	10.4	57.6	30.4	1.6	2.18	5

Item 24, "to fill out an application for a job in French," received second highest expectation rating by all groups with only minor differences between mean expectation scores. Means were: students, 2.57; parents, 2.67; and teachers, 2.67.

Item 25, "to write a letter of application for a job in French," brought slightly lower expectation scores from all groups. This item was one of the few in which the teacher expectation score was lower than that of either students or parents. Parents held the highest expectation, 2.50, students were second highest at 2.30 and the teacher mean expectation score was 2.28. All groups appeared to consider that writing a letter of application was a more difficult task than filling out an application form.

For item 26, "to write an acceptable composition in French," the teachers' expectation score (2.60) was much higher than those of parents (2.37) or students (2.30). Low student expectations may have reflected perceived performance in English composition writing.

The final question of the subtest, item 27, "to draft a report in French for the media," was ranked lowest in expectations by all groups. Parents' score was 2.28, teachers' 2.18, and students' lowest at 2.07.

Summary

Detailed analyses of items within the four subtests of expectations of performance in French at the end of grade 12 confirmed earlier findings that teachers were likely to hold higher expectations in most skill areas than were either students or parents. Students generally held the lowest expectations and parents tended toward the mid-range. Expectations for all groups were extremely low for several related items in the four subtests. These items were: ability to understand the news on French radio and a French language movie or TV program; ability to discuss the news in French; ability to read a French language paperback novel; and ability to draft a report in French for the media. Items of highest expectations were: ability to understand a clerk discussing prices and ability to order a meal; ability to read major French language signs; and ability to write a simple letter in French to a friend.

Question 2

What are the expectations of competency to fulfill bilingual employment qualifications in service to others at the end of the Grade 12 French course as perceived by

2.1 students of French

2.2 parents of students of French

2.3 teachers of French?

Table 22 presents the unadjusted mean scores and standard deviations for expectations of competency to fulfill bilingual employment qualifications in service to others held by students, parents and teachers, followed by the adjusted mean scores for the three participant groups.

Students were found to have the lowest (13.3) mean score of the three participant groups in expectations of bilingual employment in service to others. Parent expectation of bilingual employment appeared to closely reflect those of students with an unadjusted mean score only slightly higher (13.4). Teacher expectation of bilingual employment was found to be the highest of the three groups surveyed (13.9).

The adjusted mean scores for students, parents and teachers on the subtest of expectation of bilingual employment in serving others were lower than on any other of the ten subtests of expectation (2.22, 2.23 and 2.32 respectively). Students and parents tended to have lower expectations than did teachers of student competence to fulfill certain job qualifications in a bilingual capacity. One explanation may be that students and parents were more motivated than teachers by intrinsic rather than extrinsic considerations. Students and parents may have viewed the learning of French as related to the area of personal development or cultural interest rather than to that of employment opportunity or financial

TABLE 22

UNADJUSTED AND ADJUSTED MEANS AND STANDARD DEVIATIONS FOR STUDENT, PARENT AND TEACHER EXPECTATIONS OF BILINGUAL EMPLOYMENT (SERVICE TO OTHERS)

A. UNADJUSTED MEANS AND STANDARD DEVIATIONS

Subtest	Students			Parents			Teachers		
	$\overline{X}$	SD	N	$\overline{X}$	SD	N	$\overline{X}$	SD	N
5. Bilingual employment (Service to others)	13.3	4.12	(1703)	13.4	4.36	(442)	13.9	3.06	(128)

B. ADJUSTED MEANS

Subtest	Students	Parents	Teachers
	$\overline{X}$	$\overline{X}$	$\overline{X}$
5. Bilingual employment (Service to others)	2.22	2.23	2.32

gain. It may also be that students and parents were less fully aware than were teachers of the range of job opportunities in which some degree of bilingual competence is either desirable or necessary. A further possibility is that some of the test items may have involved career opportunities that were regarded with limited favour or which appeared to be at a low level of economic return or of social prestige (i.e., doctors or lawyers were not mentioned). Since the subtest items dealt with positions in which service to the public was paramount, the low scores of students and parents may have reflected a lack of interest in serving others. The

TABLE 23

SUMMARY OF ONE WAY ANALYSIS OF VARIANCE FOR STUDENTS, PARENTS AND TEACHERS ON SUBTEST 5 (BILINGUAL EMPLOYMENT SERVICE TO OTHERS)

Source	SS	MS	DF	F	p
Groups	39.8	19.9	2	1.17	0.31
Error	38745.5	17.0	2286		

Homogeneity of variance $\chi^2 = 21.38$ $p < 0.001$

Prob. matrix for Sheffé multiple comparison of means

	1	2
2	0.31	
3	0.99	0.41

standard deviation was found to be lower for teachers (3.06) than for the other participant groups, denoting once again that teachers appeared to be more homogeneous in their responses.

Table 23 presents a summary of one-way analysis of variance for subtest five of bilingual employment (service to others). Pairwise comparisons revealed no significant difference among the three groups, although students and parents tended to be more closely related than were teachers and students, and teachers and parents.

Table 24 presents the intercorrelations of expectation scores of bilingual employment for students, parents and teachers. For students, subtests of oral expression (0.66), reading comprehension (0.66) and

TABLE 24

INTERCORRELATIONS OF EXPECTATION SCORES FOR SUBTEST 5: EXPECTATIONS OF BILINGUAL EMPLOYMENT (SERVICE TO OTHERS)

Students N = 1703				
Subtest	1	2	3	4
5	.60	.66	.66	.69
Parents N = 442				
Subtest	1	2	3	4
5	.66	.68	.62	.68
Teachers N = 128				
Subtest	1	2	3	4
5	.56	.47	.49	.46

written expression (0.69) appeared to be more highly correlated with expectations of bilingual employment than were the subtest of aural comprehension (0.60). For parents, subtests of aural comprehension (0.66), oral expression (0.68) and written expression (0.68) appeared to be more highly correlated with expectations of bilingual employment than were the subtest of reading comprehension (0.62). For teachers, subtests of aural comprehension (0.56) and reading comprehension (0.49) were found to be slightly more correlated with expectations of bilingual employment. There appeared to be no clearcut relationship between active and passive skills in performance subtests as related to bilingual employment.

Subtest five - Expectations of bilingual employment-service to others. The high and low expectations of the three study groups for items relating to bilingual employment are shown in Figure 5. The graph demonstrates that all groups generally held low rather than high expectations for attaining the ability by the end of grade 12 to work in a bilingual position that entailed service to others. On the first four items of the subtests less than 50 per cent of any group expressed high expectations. Item 33 was the only one for which more than one-half of the respondents in each group indicated a high expectation rating. In addition to expressing low expectations, respondent groups were inconsistent from item to item. On items 28, 32 and 33, students were lowest and on items 29, 30 and 31, teachers held lowest expectations. Parents tended to fall between the two groups.

Table 25 presents the percentage of choice of response by group (student, parent, teacher) for the six items of subtest five, expectations of bilingual employment (service to others), with the mean and rank. Each item is discussed in turn.

For item 28, "work in a job serving the public in French as a store/hotel clerk," student expectations (2.08) were lower than either parents (2.27) or teachers (2.31). One explanation may be that students perceived the task as requiring additional vocabulary and structure to that which they possessed or requiring a high degree of aural comprehension of unfamiliar voices. Some students may also have been unfamiliar with the task itself, thus making their choice of response uncertain. Higher parent expectations may

FIGURE 5

High and Low Expectations Expressed by Students, Parents and Teachers in Terms of Percentage Response to the Six Items of Subtest Five

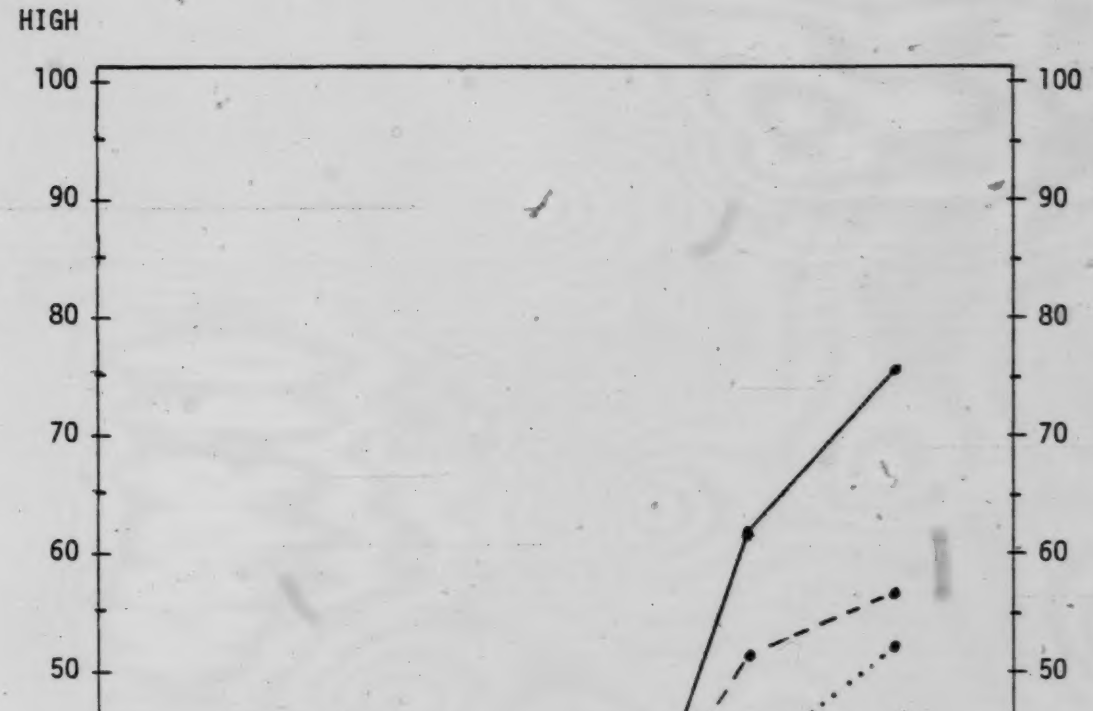

TABLE 25

SUMMARY OF ITEM CROSS-TABULATIONS FOR STUDENTS, PARENTS AND TEACHERS EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF BILINGUAL EMPLOYMENT - SERVICE TO OTHERS (SUBTEST 5)

I would expect (a Grade 12 student) to have the ability to use the French language after Grade 12 French so that I (he/she) could:

Item no.	Item Wording		not at all	a little	quite well	very well	$\overline{X}$	Rank
28.	Work in a job serving the public in French as a store/hotel clerk	S	25.6	44.4	24.4	5.5	2.08	5
		P	14.6	43.2	36.8	5.5	2.27	3
		T	11.8	45.7	40.9	1.6	2.31	3
29.	Relay messages in French as a receptionist, telephone operator, etc.	S	33.4	43.3	18.7	4.7	1.93	6
		P	23.9	46.2	26.7	3.2	2.02	6
		T	25.8	56.3	18.0	0.0	1.92	6
30.	Work in both French and English as an information officer or guide for tourists	S	25.6	40.2	26.2	8.1	2.15	4
		P	21.9	41.8	30.9	5.3	2.11	4
		T	23.4	53.1	23.4	0.0	2.00	5
31.	Teach a beginner's class in French	S	22.8	33.1	27.4	16.7	2.36	2
		P	30.7	34.8	28.6	5.9	2.04	5
		T	21.9	46.1	24.2	7.8	2.18	4
32.	Make public announcements in French	S	17.2	40.7	33.0	9.0	2.31	3
		P	9.6	38.8	40.8	10.8	2.45	2
		T	7.0	32.8	52.3	7.8	2.61	2
33.	Type letters in French if someone else drafted the letter	S	13.1	34.5	36.9	15.4	2.50	1
		P	11.4	33.4	41.5	13.7	2.47	1
		T	5.6	19.4	46.0	29.0	2.89	1

have been due to a more global perception of the student's ability to perform the task, while higher teacher expectations may be explained by the teacher's knowledge of the content of the student's French program and its perceived transferability to some levels of everyday situations.

Item 29, "relay messages in French as a receptionist, telephone operator, etc.," received the lowest expectation rating of all items by all groups. Although parents (2.02) held slightly higher expectations than students (1.93) or teachers (1.92), all groups indicated little likelihood that students would have developed the skills to do this kind of work by the end of grade 12. No one in the teacher group gave a "very well" response to this item.

Similarly for item 30, "work in both French and English as an information officer or guide for tourists," none of the teachers chose the "very well" response. Student mean expectations were found to be higher (2.15) for this item in comparison with parents (2.11) and teachers (2.00). This may have been due to the possibility that students perceived themselves as having the knowledge of the specific information required of a guide or information officer, or perhaps perceived this type of position as being more prestigious or more interesting than the other tasks described. Low teacher expectations may be attributed to teachers' perceptions of the difficulty of the task.

For item 31, "teaching a beginner's class in French," the student mean expectations (2.36) as compared with parents (2.04) and teachers (2.18) may be attributed to the possibility that students often "teach" younger members of their family and thus they may have felt some competence in this area. Teacher scores indicated some support for the idea that students would be able to teach. This may have been due to the fact that it is a common classroom practice to divide students into pairs for certain of the French language activities and teachers may therefore have noticed certain pedagogical techniques among their students. It may also be related to the fact that a recent report[1] revealed that 17% of the teachers of French in Saskatchewan have not had any university-level class of French. (The report may be misleading in its implications since many of the 17% may well be competent native speakers with a university degree but no university-level class of French. However, it may also indicate that some teachers who are not native speakers are teaching with only a grade 12 level of French.)

Item 32, "make public announcements in French," elicited higher expectation ratings than most other categories on this subtest. Teacher scores were highest (2.61); parents second (2.45); and students lowest (2.31). Students ranked this item in third place and parents and teachers gave it second highest ranking.

The final question in subtest five was item 33, "type letters in French if someone else drafted the letter." The three study groups expressed highest expectations for this item on the subtest concerning bilingual employment in service positions. Teacher expectations were highest (2.89); students were in second place (2.50) and parents held lowest expectations (2.47).

Summary

Analyses of responses to question two (subtest five) indicated clearly that neither students, parents nor teachers really expected that

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[1] "1975-76 Department of Education Teachers' Report" (Regina, Sask.: Department of Education, March, 1976) (Mimeographed).

French instruction to the end of grade 12 would be likely to develop the abilities to work in a bilingual position of service to the public. Expectations of all groups for this possibility were lowest of all ten expectation subtests.

Student expectations for employment in the suggested positions were lowest of all three groups. Teacher expectations were highest but were low in comparison to other expectations. Jobs in which students held highest expectations of being able to work were as information officers and teachers of French. Teachers most frequently chose typing and radio announcing as possible bilingual positions for which grade 12 graduates would be equipped. Parents did not appear to hold high expectations for students being equipped to work in any of the listed occupations.

In relation to performance expectations in specific skill areas (question one) and the ability to seek bilingual employment, students tended to regard oral expression, reading comprehension and written expression as most helpful. Parents chose aural comprehension (listening) as more related to employment skills than reading. The proficiency skills of aural comprehension and reading were selected by teachers as most related to employment abilities. The skill which all groups expected to be strongly related to possible bilingual employment was the ability to type letters in French.

There appeared to be some degree of incongruity or contradiction between the level of expectation for subtests one to four (performance) and the level of expectation for subtest five (bilingual employment -- service to others). For example, items 1, 6, 7, 9, 13 and 14 (which deal with directions, everyday conversations and store clerk discussions) received relatively high scores as performance items. When they were related to employment opportunities, the scores appeared to diminish for all three groups. It may be that two sets of standards were operating, one to judge the end of grade 12 performance level, and another to judge the performance level where employment is the issue. There may be a further explanation in a perceived unrelatedness of classroom French to the level of aural comprehension and general structure and vocabulary required in the French language community, or a perceived lack of transferability of classroom French to the francophone community situation. Some of the lower expectations may also have been due to a lack of vocabulary for a specific job. In any case, it would seem that in general students, parents and teachers did not perceive students who have grade 12 level French doing these jobs.

Question 3

What are the expectations of services to be provided in English (and the quality of that English) in a French language area of Canada as perceived by

3.1 students of French

3.2 parents of students of French

3.3 teachers of French?

Table 26 presents the unadjusted mean scores and standard deviations for expectations of services in English in Canadian francophone areas held by students, parents and teachers, followed by the adjusted mean scores for the three participant groups. Parents were found to hold the highest expectations of the three groups (28.3) while students were lowest (23.2) on unadjusted and adjusted means.

The standard deviation for teachers was higher than for other

TABLE 26

UNADJUSTED AND ADJUSTED MEANS AND STANDARD DEVIATIONS FOR STUDENT, PARENT AND TEACHER EXPECTATIONS OF SERVICES IN ENGLISH IN CANADIAN FRANCOPHONE AREAS

A. UNADJUSTED MEANS AND STANDARD DEVIATIONS

Subtest	Students			Parents			Teachers		
	$\overline{X}$	SD	N	$\overline{X}$	SD	N	$\overline{X}$	SD	N
6. Services expected in English	23.2	5.14	(1711)	28.3	6.91	(444)	25.0	6.99	(128)

B. ADJUSTED MEANS

Subtest	Students $\overline{X}$	Parents $\overline{X}$	Teachers $\overline{X}$
6. Services expected in English	2.58	3.14	2.78

groups, indicating that teacher responses showed greater variation than they did in subtests 1 to 5. This deviation would suggest that teachers were responding to this subtest as individuals whose different experiences were operating in the selection of their responses.

Table 27 presents a summary of one-way analysis of variance for subtest six (expectations of English language services in a Canadian francophone area). There was a significant difference found between the expectations of students and parents, and students and teachers. This difference may reflect the personal experiences of individuals from all three participant groups. The lack of homogeneity of variance in the data

TABLE 27

SUMMARY OF ONE WAY ANALYSIS OF VARIANCE FOR STUDENTS, PARENTS AND TEACHERS ON SUBTEST 6 (SERVICES IN ENGLISH IN A FRENCH LANGUAGE AREA IN CANADA)

Source	.SS	MS	DF	F	p
Groups	9227.0	4613.5	2	144.60	< 0.001
Error	72937.0	31.9	2286		

Homogeneity of variance $\chi^2 = 85.28$ $p < 0.001$

Prob. matrix for Sheffé multiple comparison of means

	1	2
2	0.002	
3	<0.001	<0.001

was most likely a consequence of the differences in sample size.

Table 28 presents the intercorrelations of expectation scores of services in English in a Canadian francophone area. Student and teacher scores were negatively correlated. Parent scores were positively correlated but correlations were not significant. It was not surprising that teachers' and students' responses were negatively correlated since the items on this subtest had little in common with those of the previous subtests. It should further be noted that expectations did not appear to be closely related to those services that should be offered as outlined in the Official Languages Act. For example, item 37 (provincial government receptionists) received a higher expectation score than did item 38 (post

TABLE 28

INTERCORRELATIONS OF EXPECTATION SCORES FOR SUBTEST 6: EXPECTATIONS OF SERVICE OFFERED IN ENGLISH IN CANADIAN FRANCOPHONE AREAS

Students N = 1703					
Subtest	1	2	3	4	5
6	-.01*	.00*	.01*	-.01*	-.01*
Parents N = 442					
Subtest	1	2	3	4	5
6	.21	.23	.25	.22	.18
Teachers N = 128					
Subtest	1	2	3	4	5
6	-.11*	-.11*	-.14*	-.10*	.07*

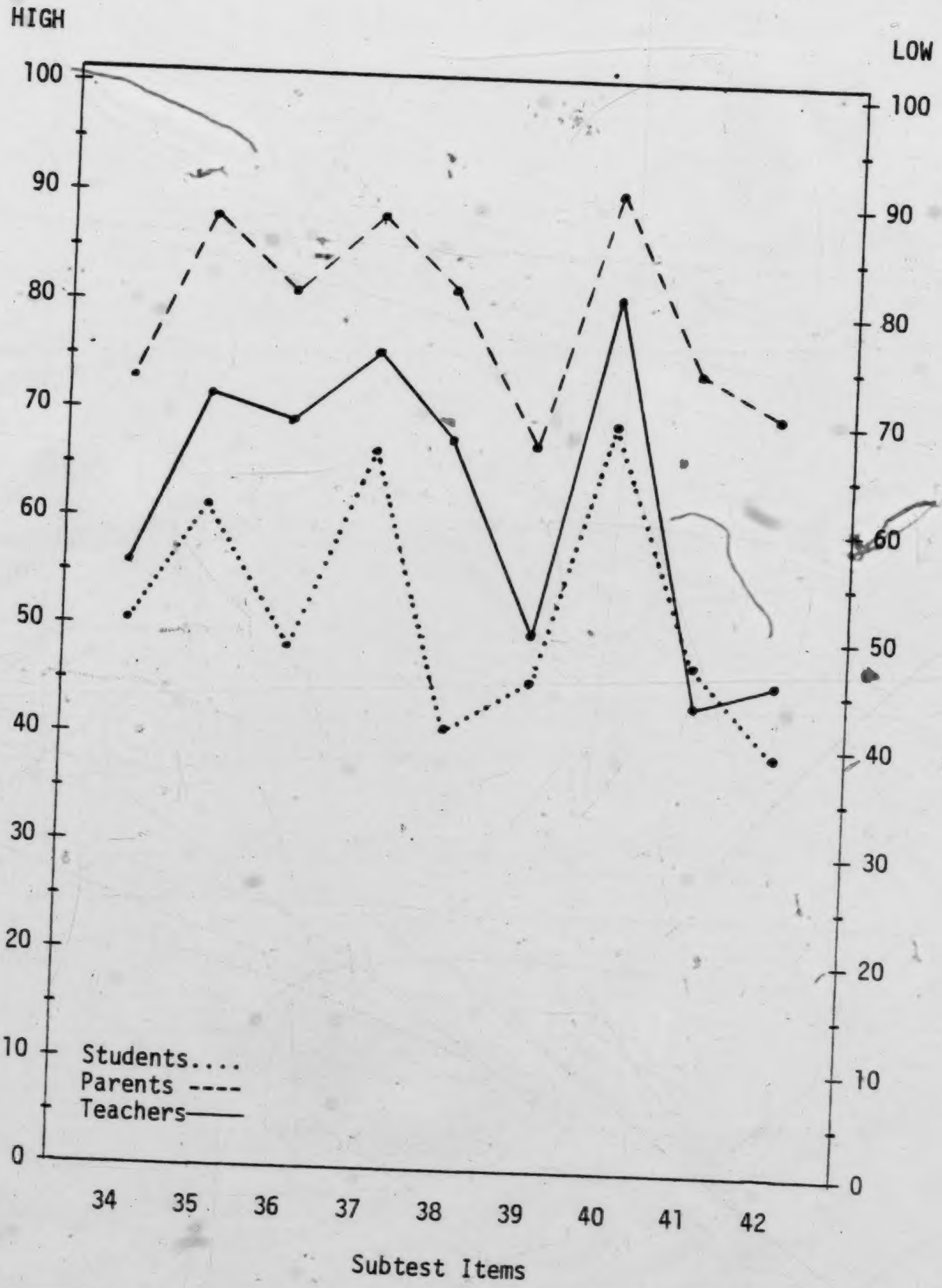
*p > 0.05 n.s.

office) although all three groups had the highest expectations in subtest five for item 40 (federal government booklets in English).

Subtest six - Expectations of services in English. Patterns of high and low expectations of students, parents and teachers for nine items of subtest six are shown in Figure 6 . Expectations were generally higher for being served in English in a Canadian francophone area than were expectations for offering bilingual service to others in an employment

FIGURE 6

High and Low Expectations Expressed by Students, Parents and Teachers in Terms of Percentage Response to the Nine Items of Subtest Six



situation.

In contrast to the four subtests of performance where teachers generally held highest expectations, parents were highest on all items of expectations for services in English.

Students held lowest expectations for all items except item 41 where they were slightly higher than teachers. For five of the nine items, more than 50 per cent of the student group expressed low rather than high expectations.

Table 29 presents the percentage of choice of response, the means and rank by group (student, parent, teacher) for the nine items of subtest six, expectations of services in English in a Canadian francophone area. Each item is discussed with regard to the expectations of the three participant groups. The scores are presented as the nearest rounded percentage. Responses of "frequently" and "most of the time" are interpreted as a "high" expectations, whereas responses of "seldom" or "never" are considered "low" expectations.

Item 34, "watch English language TV or listen to English radio," was a low expectation item for parents and teachers in comparison to other categories. Parents ranked it seventh and teachers placed it sixth out of nine items. Students placed it in fourth position but this still meant that only 50.6 per cent of students expected to be able to watch English language TV "frequently" or "most of the time."

All groups agreed on the ranking for item 35, "get service in English when I buy train or plane tickets." It was the third highest expectation item for all groups. The mean expectation score for parents was appreciably higher (3.33) than either that of students (2.82) or teachers (2.95).

TABLE 29

SUMMARY OF ITEM CROSS-TABULATIONS FOR STUDENTS, PARENTS AND TEACHERS EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF SERVICES IN ENGLISH IN A CANADIAN FRANCOPHONE AREA (SUBTEST 6)

If I were visiting a French-speaking area in Canada, I would expect to be able to:

Item no.	Item Wording		Never	Seldom	Frequently	Most of the Time	$\bar{X}$	Rank
34.	Watch English language TV or listen to English radio	S	5.0	44.8	35.0	15.1	2.59	4
		P	4.1	22.4	44.0	29.5	2.93	7
		T	4.7	39.8	33.6	21.9	2.73	6
35.	Get service in English when I buy train or plane tickets	S	5.4	33.2	34.8	26.7	2.82	3
		P	3.6	8.2	32.5	55.7	3.33	3
		T	8.7	18.9	38.6	33.9	2.95	3
36.	Have telephone operators serve me in English	S	11.8	40.1	30.1	18.0	2.53	5
		P	4.1	14.5	29.7	51.7	3.22	5
		T	11.0	19.7	36.2	33.1	2.89	5
37.	Have receptionists in provincial government offices serve me in English	S	5.8	27.9	38.1	28.3	2.87	2
		P	2.0	9.5	30.4	58.0	3.38	2
		T	8.6	15.6	35.9	39.8	3.07	2
38.	Be served in English at the post office	S	13.6	44.2	27.2	15.0	2.43	7
		P	3.4	15.0	27.7	54.0	3.26	4
		T	10.2	21.9	35.9	32.0	2.90	4
39.	Have people who serve me speak English well	S	14.3	50.4	26.0	9.4	2.30	8
		P	5.0	27.3	40.2	27.5	2.86	9
		T	12.5	37.5	39.1	10.9	2.48	7
40.	Have public information booklets, application forms from Federal government in English	S	6.9	23.5	33.7	35.8	2.97	1
		P	2.1	6.7	22.5	68.8	3.44	1
		T	8.6	10.2	32.0	49.2	3.22	1

(continued)

TABLE 29 (continued)

If I were visiting a French-speaking area in Canada, I would expect to be able to:

Item no.	Item Wording		Never	Seldom	Frequently	Most of the Time	$\bar{X}$	Rank
41.	Be served in English even if it is barely understandable	S	13.8	38.9	32.9	14.4	2.47	6
		P	8.1	17.1	33.2	41.7	2.98	6
		T	20.3	35.8	25.2	18.7	2.33	9
42.	Have waitresses and taxi drivers speak to me in English	S	15.1	53.9	22.1	8.8	2.24	9
		P	6.7	23.0	34.0	36.3	2.90	8
		T	15.6	37.5	33.6	13.3	2.45	8

Item 36, "have telephone operators serve me in English," again drew a higher expectation score from parents (3.22) than from students (2.53) or teachers (2.89). However it was not a high priority item on the subtest and ranked fifth in all groups.

Second highest expectation ranking on subtest six was item 37, "have receptionists in provincial government offices serve me in English." Again parent expectations were highest (3.38) followed by teachers (3.07) and students (2.87). This was one of the few items in the subtest for which two of the three study groups recorded mean expectation scores above three on the four-point scale.

For item 38, "be served in English at the post office," student expectations were noticeably lower than either of the other groups. For parents (3.26) and teachers (2.90) this item was ranked fourth highest, while for students (2.30) it fell into seventh place.

Expectations were generally low for item 39, "have people who serve me speak English well." Parents expected this to happen most frequently (2.86) followed by teachers (2.48) and students (2.30). However, it was ranked as a low expectation by all groups and 64.7 per cent of students expected it would "seldom" or "never" happen.

All groups agreed in holding highest expectations for item 40, "have public information booklets, application forms from the Federal government in English." Expectation mean scores were: parents, 3.44; teachers, 3.22; and students, 2.97.

Not considered a high priority was item 41, "be served in English even if it is barely understandable." It was ranked sixth in expectations by students and parents, and in last place by teachers. On the basis of mean expectation scores, parents again were most likely to expect this service.

Item 42, "have waitresses and taxi drivers speak to me in English," was the least important expectation for students and second least important for parents and teachers. Mean expectation scores again indicated that parents held the highest expectations of the three groups for this service.

Summary

In contrast to previous expectation subtests, parents tended on subtest six to hold higher expectations than did students or teachers that they would be served in English in a francophone area of Canada. Students generally expressed low expectations of such service. Teacher expectations tended to follow a middle course but there were significant variations within the group.

For five of the nine items, students expressed low rather than high expectations. The expectation to have English language TV and radio was the only instance for which student scores were higher than other groups.

In general it appeared that all groups expected services in English in francophone areas to a greater extent than they expected that grade 12 French graduates would be equipped for bilingual employment.

The finding that parent scores were twice and sometimes three times as high as those of students and teachers for "most of the time" responses may be attributed to a considerable anxiety that they might not be understood without some English language services at their disposal. Students and teachers practise speaking French regularly in school, while parents' French may be somewhat rusty or they may not speak French at all. On the other hand, high parent scores may have been due to a feeling sometimes prevalent in Canada that "this is an English language country."

Question 4

What are the expectations of Canadian francophone reaction (general and specific) to the Grade 12 level of French as perceived by

4.1 students of French

4.2 parents of students of French

4.3 teachers of French?

Table 30 presents the unadjusted mean scores and standard deviations for general expectations of Canadian francophone reaction to the Grade 12 level of French, held by students, parents and teachers, followed by the adjusted mean scores for the three participant groups.

Students were found to hold the lowest expectations (34.0) of the three participant groups, with teachers holding higher expectations (35.5)

TABLE 30

UNADJUSTED AND ADJUSTED MEANS AND STANDARD DEVIATIONS FOR STUDENT, PARENT AND TEACHER EXPECTATIONS OF GENERAL REACTIONS OF FRANCOPHONES

A. UNADJUSTED MEANS AND STANDARD DEVIATIONS

Subtest	Students			Parents			Teachers		
	X̄	SD	N	X̄	SD	N	X̄	SD	N
7. General reactions of Francophones	34.0	4.26	(1708)	36.0	6.95	(442)	35.5	3.91	(128)

B. ADJUSTED MEANS

Subtest	Students	Parents	Teachers
	X̄	X̄	X̄
7. General reactions of Francophones	3.09	3.27	3.23

and parents the highest expectations (36.0) with respect to general francophone reaction. However, it should be noted in the adjusted mean scores that all three groups appeared to hold the highest expectations for this subtest of all the 10 subtests of expectations (parents, 3.27, teachers 3.23 and students 3.09). These scores may be attributed to a positive attitude held by English language Canadians toward French language Canadians. On the other hand, they may reflect feelings of anxiety among the respondents with respect to their own performance and the expectations that the other language group would respond positively to their language needs. Furthermore, they may be attributed to a "halo" effect, in that the respondents may have been responding favorably to

TABLE 31

SUMMARY OF ONE WAY ANALYSIS OF VARIANCE FOR STUDENTS, PARENTS
AND TEACHERS ON SUBTEST 7
(GENERAL CANADIAN FRANCOPHONE REACTION)

Source	SS	MS	DF	F	p
Groups	1619.0	809.5	2	33.78	<0.001
Error	54774.0	24.0	2286		

Homogeneity of variance $\chi^2 = 212.46$ $p < 0.001$

Prob. matrix for Sheffé multiple comparison means

	1	2
2	0.002	
3	< 0.001	0.64

statements expressing general good will.

Table 31 presents a summary of one-way analysis of variance for subtest seven of Canadian francophone general reaction. There was a significant difference between students and parents, and students and teachers, but not between parents and teachers. Parents and teachers were more closely aligned as was revealed by the adjusted means.

Table 32 presents the intercorrelations of expectation scores of general francophone reaction to the Grade 12 level of French for students, parents and teachers. The correlations appeared to be higher for parents than for students and teachers. The highest correlation for parents was 0.53 for subtest six (expectations of services in English

TABLE 32

INTERCORRELATIONS OF EXPECTATION SCORES FOR SUBTEST 7: EXPECTATIONS OF GENERAL FRANCOPHONE REACTION

Students N = 1708						
Subtest	1	2	3	4	5	6
7	.22	.23	.24	.23	.20	.16
Parents N = 442						
Subtest	1	2	3	4	5	6
7	.43	.42	.46	.42	.40	.53
Teachers N = 128						
Subtest	1	2	3	4	5	6
7	.06*	.22	.11*	.07*	.21	.21

*$p > 0.05$ n.s.

in a francophone area), while for students it was 0.24 (expectations of performance of reading comprehension) and 0.22 for teachers (expectations of oral expression). After having analyzed the general results for subtest seven, an item by item analysis follows.

Subtest seven - Expectations of general francophone reaction. Differences in high and low expectations among students, parents and teachers are shown in Figure 7. As the graph indicates, expectations appeared to fluctuate greatly. This fluctuation was due to negatively worded items 47, 49, 51 and 53 where an apparent low expectation was really high.

Table 33 presents the percentage of choice of response by group (student, parent, teacher) for the eleven items of subtest seven, expectations of general francophone reaction to anglophone Canadian students, with the mean and rank. Each item is discussed with regard to the expectations of the three participant groups. The scores are presented to the nearest rounded percentage. Responses of "frequently" or "most of the time" are interpreted as indicative of a "high" or "positive" expectation, except for items 47, 49, 51 and 53. Since these statements are negative in nature, the terms "high" or "positive" are not used, as a high rating was indicative of a negative expectation. Scores on these four items were reflected in order to conform to the sense of the ranking.

For item 43, "be like myself (the student) except for the language," the three study groups all held expectations above three on a four-point scale. Parents expected this would happen more regularly than was true for students or teachers. Mean scores were: parents, 3.46; teachers, 3.18; and students, 3.15. Although students held the lowest mean expectation score, they ranked the item in fourth place while for teachers it was ranked fifth out of eleven. For parents it was the fourth highest expectation item of the subtest.

The generally high expectations held by all three groups may have been a reflection of actual experience in francophone Canadian areas, of informative material presented in class or of casual reading. The

FIGURE 7

High and Low Expectations Expressed by Students, Parents and Teachers in Terms of Percentage Response to the Eleven Items of Subtest Seven

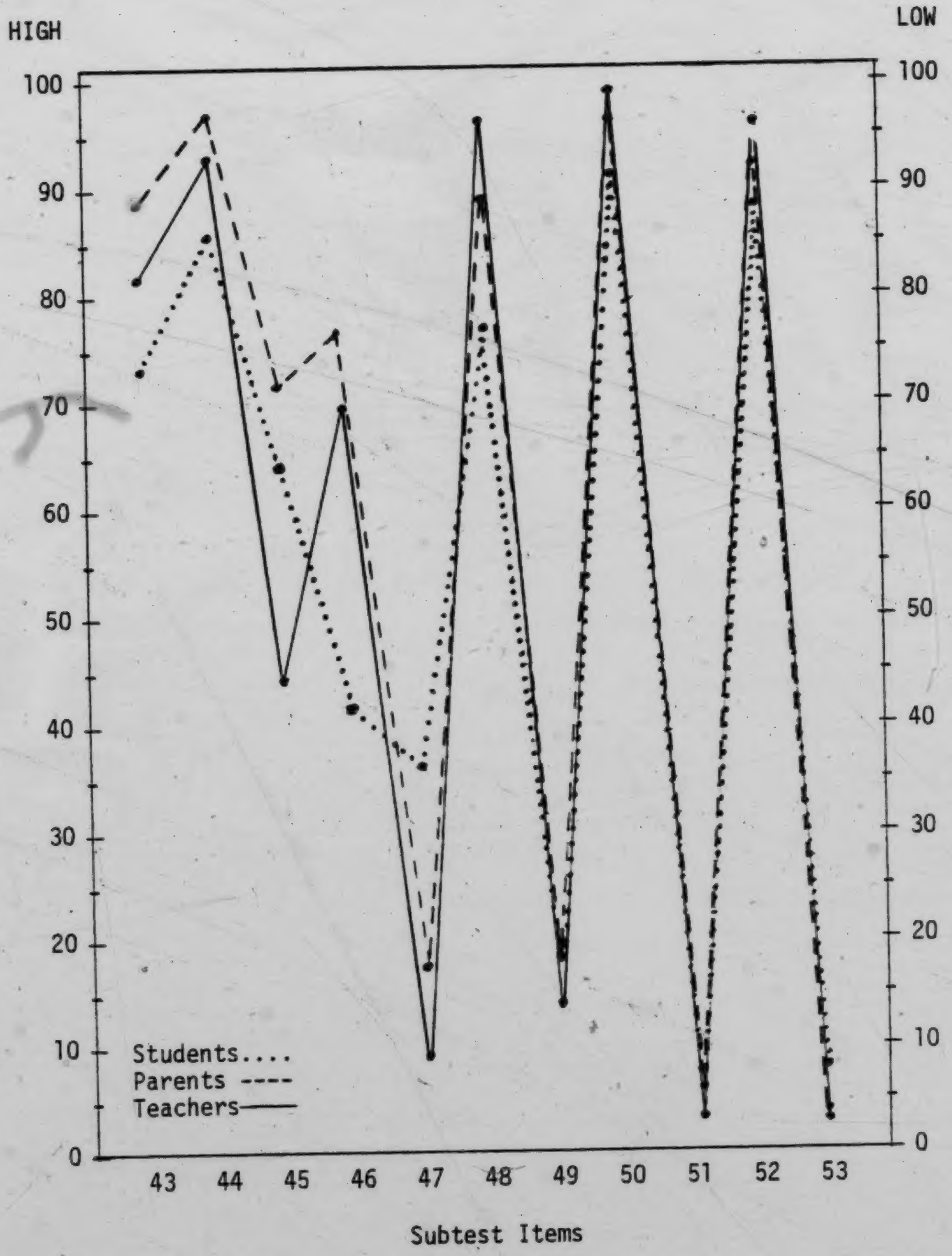


TABLE 33

SUMMARY OF ITEM CROSS-TABULATIONS FOR STUDENTS, PARENTS AND TEACHERS EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF GENERAL CANADIAN FRANCOPHONE REACTION (SUBTEST 7)

If visiting a French-speaking area in Canada after completing my (the) Grade 12 French course, I would expect (a Grade 12 student would find) that French-speaking Canadians would:

Item no.	Item Wording		never	seldom	frequently	most of the time	$\bar{X}$	Rank
43.	Be like myself (the student) except for the language	S	6.2	20.6	23.3	49.9	3.15	4
		P	2.7	8.7	17.8	70.7	3.46	4
		T	4.8	12.7	37.3	45.2	3.18	5
44.	Be pleased that I (the student) could speak some French	S	2.5	12.0	34.9	50.7	3.31	3
		P	1.1	3.9	29.5	66.5	3.51	2
		T	0.0	6.2	34.4	59.4	3.53	2
45.	Understand me (the student) better when I (he/she) speak(s) French than people in France	S	10.0	25.8	33.9	30.3	2.83	6
		P	10.2	18.2	34.6	37.0	2.80	7
		T	13.8	41.5	26.0	18.7	2.40	7
46.	Be able to speak to me (the student) in English	S	3.9	49.4	35.6	11.1	2.53	7
		P	3.0	20.3	47.8	28.9	2.95	6
		T	2.4	28.3	59.1	10.2	2.75	6
47.	Laugh at my (the student's) French	S	21.8	43.1	24.6	10.5	1.25	8
		P	41.4	41.2	13.7	3.7	.94	9
		T	39.1	51.6	7.0	2.3	.73	9
48.	Respect or appreciate me (the student) more, if I (the student) could speak French	S	5.7	17.2	37.3	39.8	3.10	5
		P	3.2	7.4	34.2	55.2	3.28	5
		T	2.3	2.3	41.4	53.9	3.47	4
49.	Refuse to speak to me (the student) in English	S	24.0	57.8	13.8	4.5	1.02	9
		P	38.9	42.5	13.6	5.1	.95	8
		T	18.8	67.2	11.7	2.3	.98	9

(continued)

TABLE 33 (continued)

If visiting a French-speaking area in Canada after completing my (the) Grade 12 French course, I would expect (a Grade 12 student would find) that French-speaking Canadians would:

Item no.	Item Wording		never	seldom	frequently	most of the time	$\overline{X}$	Rank
50.	Smile and act friendly	S	1.5	7.5	39.2	51.8	3.40	2
		P	1.1	3.0	22.5	73.4	3.57	1
		T	0.0	2.4	33.9	63.8	3.59	1
51.	Ignore me (the student) or walk away	S	35.4	57.6	5.0	2.0	.76	10
		P	57.4	37.6	3.5	1.6	.62	10
		T	47.2	49.6	2.4	0.8	.59	11
52.	Treat me (the student) like anyone else if I (the student) could speak French very well	S	2.2	9.5	29.9	58.3	3.42	1
		P	2.1	4.6	20.6	72.7	3.49	3
		T	0.8	4.0	30.4	64.8	3.51	3
53.	Treat me (the student) rudely and impatiently	S	36.7	56.0	5.7	1.7	.76	10
		P	60.7	35.2	2.1	2.1	.57	11
		T	46.5	49.6	3.9	0.0	.60	10

somewhat lower figures for students may have indicated some uncertainty. For younger students particularly differences, that to adults seem minimal, may be perceived to be considerable (i.e., putting white sugar or brown sugar on breakfast cereals).

Item 44, "be pleased that I (the student) could speak some French," was a high expectation item for all groups. Teacher and parent scores were closely grouped at 3.53 and 3.51 respectively, while the students' mean score of 3.31 was slightly lower. The very high expectations for this item may have reflected some pride in respondent's accomplishments in French and the desire to have that accomplishment recognized by one's compatriots. It may also suggest that the subjects had experienced some favorable reactions from Francophones.

Expectations were generally lower for item 45, "understand me (the student) better when I speak French than people in France would." Mean expectation scores were: students, 2.83; parents, 2.50; and teachers, 2.40. Students were most likely to expect this to happen while teachers held lowest expectations for the student being understood better by francophone Canadians than by someone in France. The expectations for this item held by parents and students may have been due in part to the fact that the program Le Français International tends to be largely Canadian in content. There may also have been the notion that French language Canadians and English language Canadians have some common national and cultural background, i.e., the weather, most foods, hockey, etc. The lower teacher expectations for this item may be explained in part by an awareness of the difficulty students had in aural comprehension of unfamiliar voices and the possibility that the variety of regional accents in Canada may have diminished understanding.

Item 46, "be able to speak to me (the student) in English," brought a low expectation response from all three groups. Parents were most likely to expect this to happen, but for all respondent groups, this item was ranked in the middle range. The higher expectations of the parent group and to some extent the teacher group for this item may have reflected experience in the francophone area. It may also have been linked to the oft-expressed desire of Anglophones to have Francophones learn English.

Item 47, "laugh at my (the student's) French," was a negatively stated item. The very low score for this item may have reflected either a high expectation of a student's faultless French or more likely a high expectation of tolerance and good manners on the part of the francophone population. The higher student scores may have been an indication that students were aware of their errors which of course they often find amusing themselves, or may have been merely a reflection of the relatively higher degree of insecurity and self-consciousness of adolescents in unfamiliar social situations.

Expectations were generally high for item 48, "respect or appreciate me (the student) more if I (the student) could speak French." For this item teacher expectations were highest at 3.47 followed by parents with 3.28 and students with 3.10. As with item 44, there appeared to be a generally high expectation that students' effort to speak French would receive appreciation and respect from francophone Canadians. The somewhat lower student expectation would suggest that their expectation of francophone appreciation may have been tinged with the suspicion that they were far from achieving such a reward. Students tended to separate language competence and positive affect or response somewhat more than did either the parents or the teachers. All three groups, however, may have been somewhat naive in holding this expectation so strongly.

For item 49, "refuse to speak to me (the student) in English," there was little indication that respondents expected this would happen often. The scores for this item would suggest that all three groups expected that if francophone Canadians knew English they would probably use it with anglophone students as an effort to bridge the communication gap.

Item 50, "smile and act friendly," brought high expectation scores from all respondent groups. For teachers (3.59) and parents (3.57) this was ranked as the highest expectation item on the subtest while students (3.40) gave it second place in ranking. The very high scores for this item tended to suggest that all three groups had very positive expectations of a friendly reception from francophone Canadians - this may have been based on experience or merely on a generalization "that people who meet people must be friendly." As in item 48, there may also have been a hint of naiveté.

Item 51, "ignore me (the student) or walk away," was a negatively stated item for which choosing the "never" or "seldom" responses was really indicative of a positive expectation response. Viewed in this way, figures from Table 35 indicate that students, parents and teachers had very high expectations that grade 12 graduates of French would not be ignored by French-speaking Canadians if students were visiting a French-speaking area of Canada.

Expectations were high among all groups for item 52, "treat me (the student) like anyone else if I (the student) could speak French very well." This was the top expectation item for students and third highest for parents and teachers. Mean expectation scores were: students, 3.42; teachers, 3.51; and parents, 3.49. The high expectations for all three groups for this item may suggest that all three groups perceived the fact of speaking another language as the major difference between francophone and anglophone Canadians.

The final category of subtest seven was item 53, "treat me (the student) rudely and impatiently." Here again the negative implications of this item required that the "never" and "seldom" responses be construed as positive high expectations. As with other negative statement items in the subtest, expectations were very high that grade 12 graduates would not be rudely treated by Francophones in French-speaking areas of Canada.

Summary

General expectations for a positive response from francophone Canadians for the efforts of anglophone students to speak French were highest of all the 10 expectation subtests. This was in contrast to the very low expectations for students of French to be equipped to work in bilingual jobs.

Most of the items in subtest seven were "goodwill" kinds of statements which may have influenced subjects to respond along a social acceptability continuum. Data analysis showed that students, parents and teachers generally held high expectations that Francophones would be friendly and smile at grade 12 French graduates; would respect them for trying to speak French; would be pleased with their efforts to speak French; and would not be rude, impatient or ignore the students.

The highest expectation item for the student group was that the student who spoke French would be treated like everyone else. This expectation together with the thought that francophone and anglophone students were very alike except for language, suggested that respondents saw language as the major barrier to understanding and acceptance. There was no strong expectation that the Francophones would be able to speak to the students in English, although parents did tend to expect this to be true.

Among the groups, parents held highest expectations for six of the eleven items, teachers were highest for three items, and students for only two. In general, students were less optimistic about the positive reaction of francophone Canadians than were either parents or teachers.

Correlation analysis showed that students related skill in reading comprehension to items in subtest seven. For teachers, proficiency in oral expression was an important correlate, and parents considered the availability of services in English to be important to general francophone reaction.

An additional series of twelve items (subtest eight) were concerned with specific Canadian francophone reaction to grade 12 students of French visiting a French-speaking area of Canada.

Table 34 revealed that students were found to have the lowest mean expectations (36.9) of specific Canadian francophone reaction to the grade 12 graduate of French, with teacher expectations higher (37.5) and parent expectations highest (38.3). It is of interest to note, however, that the adjusted mean expectation scores for the specific reactions of Canadian francophones ranked second highest among all subtests for all three participant groups (students 3.07, parents 3.19, teachers 3.12). This may be indicative once again of positive attitudes held by all three participant groups toward French language Canadians and/or a degree of anxiety that in the face of an imperfect performance, French language Canadians will behave in specifically helpful ways.

TABLE 34

UNADJUSTED AND ADJUSTED MEANS AND STANDARD DEVIATIONS FOR STUDENT, PARENT AND TEACHER EXPECTATIONS OF SPECIFIC REACTIONS OF FRANCOPHONES

A. UNADJUSTED MEANS AND STANDARD DEVIATIONS

Subtest	Students			Parents			Teachers		
	$\overline{X}$	SD	N	$\overline{X}$	SD	N	$\overline{X}$	SD	N
8. Specific reactions of Francophones	36.9	6.01	(1705)	38.3	7.93	(441)	37.5	4.74	(128)

B. ADJUSTED MEANS

Subtest	Students	Parents	Teachers
	$\overline{X}$	$\overline{X}$	$\overline{X}$
8. Specific reactions of Francophones	3.07	3.19	3.12

Table 35 presents a summary of one-way analysis of variance for subtest eight of Canadian francophone specific reaction. There was a highly significant difference between students and parents, but not between students and teachers, or between teachers and parents. As usual, the disparate sample size resulted in a lack of homogeneity of variance.

Table 36 presents the intercorrelations of expectation scores of specific francophone reaction to the Grade 12 student of French for students, parents and teachers. Students and teachers perceived little relationship between their expectations for specific francophone reaction, and their expectations for performance items in the first six subtests.

TABLE 35

SUMMARY OF ONE WAY ANALYSIS OF VARIANCE FOR STUDENTS, TEACHERS AND PARENTS ON SUBTEST 8 (SPECIFIC CANADIAN FRANCOPHONE REACTION)

Source	SS	MS	DF	F	p
Groups	667.0	333.5	2	8.19	< 0.001
Error	93054.0	40.7	2286		

Homogeneity of variance $\chi^2 = 79.23$ $p < 0.001$

Prob. matrix for Sheffé multiple comparison means

	1	2
2	0.60	
3	< 0.001	0.49

As could have been foreseen, expectations of general and specific francophone reaction were perceived to be fairly highly related. Again, the correlations were found to be higher for parents than for students in the first seven subtests, indicating a lack of differentiation of response on the part of the parents.

Subtest eight - Expectations of specific francophone reaction. Differences in the expectations of students, parents and teachers for specific francophone reaction to a student who had completed grade 12 French and had gone to visit in a French-speaking area of Canada are illustrated in Figure 8.

TABLE 36

INTERCORRELATIONS OF EXPECTATION SCORES FOR SUBTEST 8: EXPECTATIONS OF SPECIFIC FRANCOPHONE REACTION

Students N = 1705

Subtest	1	2	3	4	5	6	7
8	.15	.18	.17	.16	.13	.21	.55

Parents N = 441

Subtest	1	2	3	4	5	6	7
8	.39	.42	.43	.40	.39	.47	.70

Teachers N = 128

Subtest	1	2	3	4	5	6	7
8	-.04*	.07*	.01*	.07*	.06*	.12*	.42

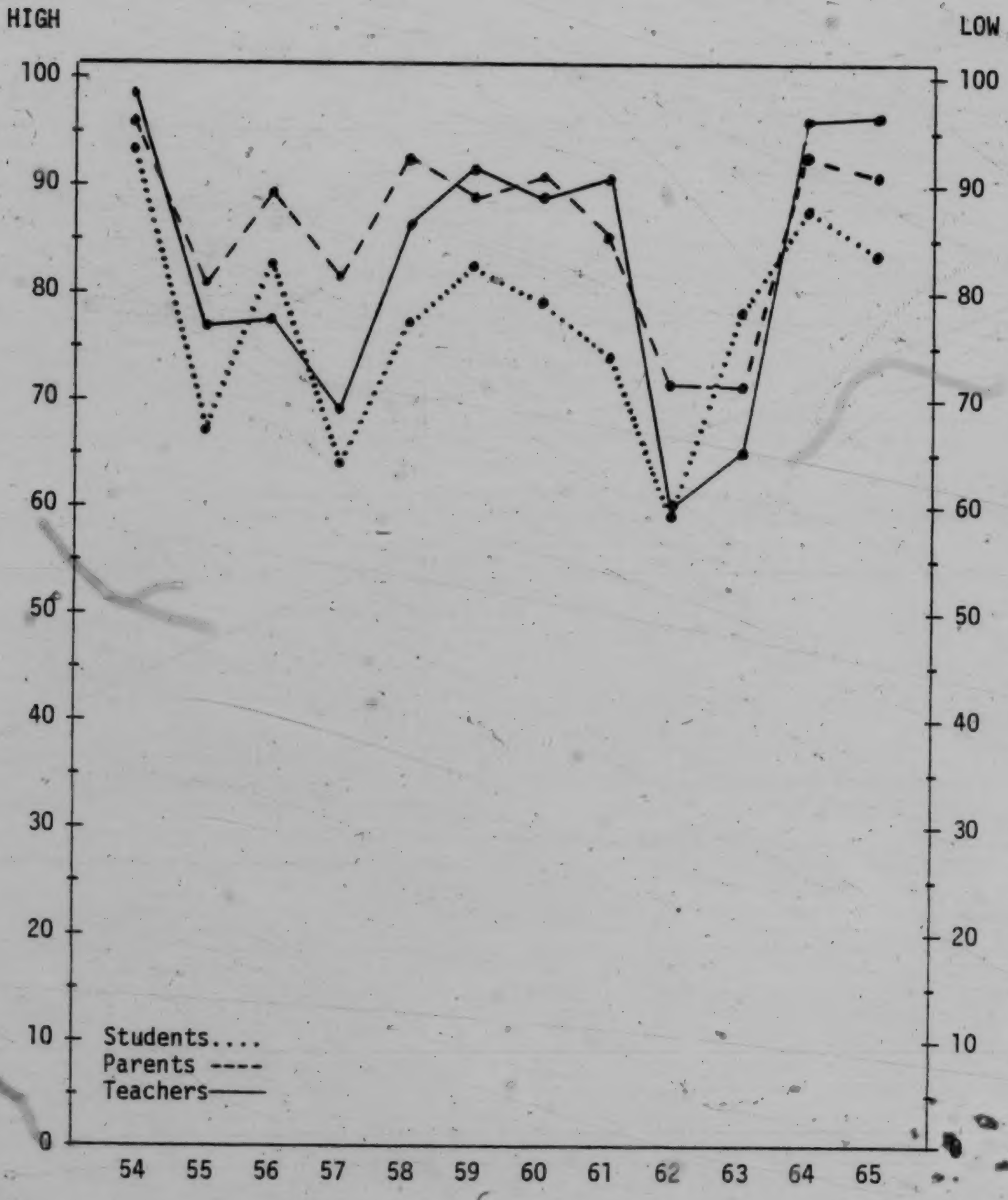
*p $>$ 0.05 n.s.

For six of the twelve items, parents held the highest expectations of the three groups. Teacher expectations were highest for five items and students' expectations were highest only on item 63. In general, expectations on this subtest were very high and for all 12 items, well over 50 per cent of each group held high rather than low expectations.

Table 37 presents the percentage of choice of response by group (student, parent, teacher) for the twelve items of subtest eight,

FIGURE 8

High and Low Expectations Expressed by Students, Parents and Teachers in Terms of Percentage Response to the Twelve Items of Subtest Eight



Subtest Items

expectations of specific francophone reaction to anglophone Canadian students' grade 12 French, with the mean and rank.

For item 54, "to try my (the student's) best to speak French to French language Canadians if they would try their best to understand me (the student)," expectations were very high among all three groups. Student mean score of 3.61 was highest of the groups followed by parents, 3.59, and teachers, 3.54. The very high expectations held by all three groups of the reciprocal effort implied by this item may have been indicative of a willingness or desire to speak French, provided that Francophones would try to understand the students' French. This may also be perceived as a ploy in order to evade some of the responsibility for learning.

Expectations of all three groups were much lower for item 55, "to try to speak French to them (Francophones) and they would try to speak English to me (the student)." At a mean expectation score of 3.04, parents were highest of the three groups. Student expectations were lowest at 2.86 and teachers were in between with a score of 2.91.

Parents expressed highest expectations for item 56, "to try to speak French because they (Francophones) would feel more comfortable in French." Student mean score was 3.18 and the item was ranked fourth in expectation priority among the twelve items for this group. The teacher group expressed lowest expectation (2.95) that this would happen.

For item 57, "to try to speak French so that I (the student) wouldn't feel strange or left out," again, it was parents who stated this was most likely to happen. Parents scored 3.06 compared with students at 2.80 and teachers at 2.77. However, this item was ranked at a low expectation level in comparison to other items on the subtest.

The pattern of high parent expectations continued for item 58,

TABLE 37

SUMMARY OF ITEM CROSS-TABULATIONS FOR STUDENTS, PARENTS AND TEACHERS EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF SPECIFIC CANADIAN FRANCOPHONE REACTION (SUBTEST 8)

If visiting a French-speaking part of Canada after completing my (the) Grade 12 French course, I would expect (a Grade 12 student)(would find that):

Item no.	Item Wording		never	seldom	frequently	most of the time	$\bar{X}$	Rank
54.	To try my (his/her) best to speak French to French language Canadians if they would try their best to understand me (the student)	S	1.7	4.8	22.2	71.3	3.61	1
		P	0.2	1.6	26.5	71.6	3.59	1
		T	0.0	3.9	35.4	60.6	3.54	1
55.	To try to speak French to them (francophones) and they would try to speak English to me (the student)	S	5.5	26.8	41.6	26.1	2.86	10
		P	4.6	14.6	39.7	41.1	3.04	10
		T	4.0	19.2	52.0	24.8	2.91	8
56.	To try to speak French because they would feel more comfortable in French	S	3.0	13.8	43.2	40.0	3.18	4
		P	1.6	8.5	41.3	48.6	3.26	6
		T	1.6	21.0	48.4	29.0	2.95	7
57.	To try to speak French so that I (the student) wouldn't feel strange or left out	S	8.8	27.0	37.1	27.0	2.80	11
		P	4.6	12.5	43.6	39.3	3.06	9
		T	6.4	24.8	48.0	20.8	2.77	9
58.	French language Canadians would speak to me (the student) in French but a little more slowly	S	5.0	17.4	39.7	37.9	3.09	6
		P	1.8	5.3	38.7	54.2	3.35	4
		T	0.8	13.3	48.4	37.5	3.23	6
59.	They would try to help me (the student) understand in French by gesturing	S	2.4	14.4	43.1	40.1	3.19	3
		P	1.6	9.1	40.4	48.9	3.28	5
		T	0.8	7.9	44.4	46.8	3.32	4

(continued)

TABLE 37 (continued)

If visiting a French-speaking part of Canada after completing my (the) Grade 12 French course, I would expect (a Grade 12 student)(would find that):

Item no.	Item Wording		never	seldom	frequently	most of the time	$\bar{X}$	Rank
60.	They would try to help me (the student) understand in French by repeating words	S	2.8	19.0	45.7	32.5	3.05	8
		P	1.8	7.8	48.7	41.6	3.21	7
		T	0.8	9.4	50.8	39.1	3.28	5
61.	They would try to help me (the student) understand in French by supplying words	S	3.5	22.8	49.1	24.6	2.90	9
		P	2.1	12.3	46.4	39.2	3.09	8
		T	0.0	9.4	55.9	34.6	3.23	6
62.	They would try to help me (the student) understand by using English	S	5.1	36.6	44.1	14.2	2.65	12
		P	3.2	24.9	49.5	22.4	2.81	11
		T	4.0	36.5	46.8	12.7	2.64	10
63.	They would try to help me (the student) improve (my) French by correcting (me)	S	2.9	19.2	44.5	33.4	3.06	7
		P	4.9	23.8	44.7	26.6	2.81	11
		T	1.6	33.6	51.6	13.3	2.77	9
64.	They would try to help me (the student) with French as willingly as I (he/she) would help with their English	S	1.9	10.3	35.8	51.9	3.35	2
		P	2.3	4.1	33.7	59.9	3.40	2
		T	0.0	4.7	40.9	54.3	3.47	2
65.	French-speaking Canadians would be patient and tolerant of my (the student's) limited French	S	2.5	14.1	45.2	38.1	3.15	5
		P	3.0	6.4	32.7	57.9	3.36	3
		T	0.0	3.9	53.1	43.0	3.39	3

"French language Canadians would speak to me (the student) in French but a little more slowly." Parents' mean score was 3.35 followed by teachers in second place with a score of 3.23. Student mean expectation score of 3.09 was lowest of the three groups for this item.

Teacher expectations were highest among the three groups for item 59, "they would try to help me (the student) understand in French by gesturing." Teacher mean expectation score was 3.32 and the item was ranked fourth in the subtest. Parent score was 3.29, and students recorded a mean score of 3.19. For the student group, this was the third highest ranked item of subtest eight.

Item 60 stated, "they would try to help me (the student) understand in French by repeating words." Teacher expectations were highest (3.28) among the study groups while student mean score of 3.05 was lowest.

Expectations were generally lower for item 61, "they would try to help me (the student) understand in French by supplying words." Teachers appeared to be reasonably confident that this would happen and showed a mean expectation score of 3.23. Parents at 3.09 were less positive and students with an expectation score of 2.90 held the lowest expectation that they would be helped in understanding French by having some words supplied.

All groups held low expectations for item 62, "they would try to help me (the student) understand by using English." Students ranked this item lowest of the 12 statements in the subtests, and at a mean score of 2.65, were second lowest of the study groups. Parents gave this item a rank of 11 and held an expectation score of 2.81. Teachers were least likely of the three groups to expect this action to occur. Teachers' mean score was 2.84.

Students were more positive in response to item 63, "they would try to help me (the student) improve my French by correcting me." Student mean score of 3.06 was highest of the study groups followed by parents, 2.81, and teachers at 2.77. Students obviously thought their errors would be corrected but it would not necessarily mean the supplying of English words.

Item 66 read, "they would try to help me (the student) with French as willingly as I would help with their English." The three groups concurred in ranking this item as second highest expectation priority on subtest eight. Teachers expressed highest expectation (3.47), parents were slightly lower at 3.40, and students scoring 3.35 appeared to be least confident that reciprocal help would be easily available.

The last item of subtest eight was 65, "French-speaking Canadians would be patient and tolerant of my (the student's) limited French." As in the previous item, teachers with a mean expectation score of 3.39 were most confident this would occur. Parents were slightly less positive (3.36) and the student score of 3.15 may have indicated a certain skepticism, anxiety or lack of experience.

The high expectations of parents, students, and teachers on subtest eight may have been due once again to the perceived image of francophone students as the creators of an ambience in which the anglophone students would be learning how to communicate. The somewhat lower student scores may not have been a reflection on the image of francophone tolerance, but rather a feeling that some anglophone students may have had that their French is so dismal that no one could reasonably expect

Francophones to be that tolerant or patient.

Summary

Expectations for specific francophone reaction to French students were patterned in a similar way to expectations for general francophone reactions. Total respondent expectations were second highest of the ten subtests. As in the previous subtest, parents held the highest expectations followed by teachers. The student group generally expected fewer specific "helping" kinds of reactions. However, more than 50 per cent of all respondents had high expectations for the items in this subtest.

Students scored highest on items concerning reciprocity with Francophones using French and being corrected by Francophones. Parents scored highest on items concerning reciprocity with Francophones using English and consideration for French language Canadians' feelings and anglophone feelings. Parents' scores were also highest for items "speaking more slowly" and "Francophones using English." Teacher expectation scores were highest on items related to classroom practices, namely 59 (gestures), 60 (repeating), 61 (supplying words) and items 64 and 65 which reflected a high regard for francophone Canadians' willingness and tolerance.

Students, more than either of the other groups, held high expectations that Francophones would correct an error made by a student trying to speak French. Teachers, in contrast, had relatively lower expectations for this. Students also expected that they would try to speak French if Francophones tried their best to understand them. Again, teacher expectations for the occurrence of this behaviour were lower. On most situations of specific francophone reactions to students, the students expected fewer "helpful" behaviors. Students and teachers indicated they thought that there was little relationship between the kind of behaviors they expected of Francophones and the expected level of performance in French that students had obtained at the time of interaction.

Question 5

What are the expectations of the competency of a graduate of grade 12 French to fulfill bilingual social and employment demands in French (service to self) as perceived by

5.1 students of French

5.2 parents of students of French

5.3 teachers of French?

Table 38 presents the unadjusted mean scores and standard deviations for expectations of competency to fulfill bilingual social and employment demands (service to self) held by students, parents and teachers, followed by the adjusted mean scores for the three participant groups. Students and parents were found to be the highest (16.0) of the three groups in expectations of fulfilling bilingual and social demands, while teachers' scores were the lowest (15.0). The standard deviations for students and parents were higher (4.18 and 4.87, respectively) than they were for teachers (3.27), suggesting that teachers were more homogeneous in their responses. It should be noted that student scores ranked this subtest fourth (2.67) while for parents it placed sixth (2.66) and for teachers ninth (2.51).

In contrast to subtest five (bilingual employment-service to others) the scores for the subtest of bilingual employment and social adaptability were higher for all three groups but particularly for students

TABLE 38

UNADJUSTED AND ADJUSTED MEANS AND STANDARD DEVIATIONS FOR STUDENT, PARENT AND TEACHER EXPECTATIONS OF BILINGUAL EMPLOYMENT AND SOCIAL ADAPTABILITY (SERVICE TO SELF)

A. UNADJUSTED MEANS AND STANDARD DEVIATIONS

	Students			Parents			Teachers		
Subtest	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N
9. Bilingual employment and social (service to self)	16.0	4.18	(1699)	16.0	4.87	(438)	15.0	3.27	(128)

B. ADJUSTED MEANS

	Students	Parents	Teachers
Subtest	$\bar{X}$	$\bar{X}$	$\bar{X}$
9. Bilingual employment and social (service to self)	2.67	2.66	2.51

and parents. This may suggest that students and parents perceived these items as more of service to the anglophone student. It may also reflect the possibility that some of the employment opportunities for subtest nine were regarded as more prestigious (translator) and thus more desirable. On the other hand it may have been that the tasks were perceived as more vague "wider job opportunities," "to work at a job equally well in English or French" and thus were perceived more globally. For item 69 in subtest nine, there may also have been the possibility that the ability to speak

French was not considered as the major criterion for the job specification. Also, it may have been that the responses reflected an accommodation ("if people spoke slowly") to the students' perceived level of aural-oral skills. It should be noted that item 69 received a much higher score for students (2.81), parents (2.84) and teachers (2.81) than did the related item 29 from subtest five (receive and relay messages) which scored 1.93, 2.02, and 1.92, respectively. The generally high scores may also suggest that respondents were motivated positively by the aspect of social pleasure, e.g., parties in item 71.

It should also be noted that although all three groups were congruent, teachers chose "most of the time" responses much less frequently than did students and parents for items 67, 69, 70 and 71. This may suggest that teachers perceived these tasks as being considerably more difficult than did students and parents.

Table 39 presents a summary of one-way analysis of variance for subtest nine of bilingual employment and social adaptability. There was a significant difference at the 0.05 level between students and teachers. Students' and parents' scores were more closely related.

Table 40 presents the intercorrelations of expectation scores of bilingual employment and social adaptability (service to self) for students, parents and teachers. For all three groups subtest five (expectations of bilingual employment-service to others) was found to be the most highly correlated with subtest nine (students 0.56, parents 0.64, and teachers 0.58).

Subtest nine - Expectations of bilingual employment and social adaptability (service to self). Figure 9 shows the differences between

TABLE 39

SUMMARY OF ONE WAY ANALYSIS OF VARIANCE FOR STUDENTS, TEACHERS AND PARENTS ON SUBTEST 9 (BILINGUAL EMPLOYMENT AND SOCIAL ADAPTABILITY - SERVICE TO SELF)

Source	SS	MS	DF	F	p
Groups	108.9	54.5	2	2.97	0.05
Error	41970.7	18.4	2286		

Homogeneity of Variance $\chi^2 = 33.29$ $p < 0.001$

Prob. matrix for Sheffé multiple comparison of means

	1	2
2	0.05	
3	1.00	0.09

high and low expectation scores of students, parents and teachers for the six items of subtest nine. Among the study groups, parents held highest expectations for three of the six items; students were highest on two items. Teacher expectations were higher than those of either parents or students for item 66 only. It was of interest that for items 67 and 70 a far larger percentage of all groups expressed low rather than high expectations. This was the only subtest on which all groups ranked all items in identical order.

TABLE 40

INTERCORRELATIONS OF EXPECTATIONS FOR SUBTEST 9:EXPECTATIONS OF BILINGUAL EMPLOYMENT AND SOCIAL ADAPTABILITY (SERVICE TO SELF)

Students N = 1699								
Subtest	1	2	3	4	5	6	7	8
9	.45	.49	.48	.48	.56	.07	.36	.41
Parents N = 438								
Subtest	1	2	3	4	5	6	7	8
9	.56	.54	.52	.55	.64	.25	.52	.54
Teachers N = 128								
Subtest	1	2	3	4	5	6	7	8
9	.47	.39	.38	.36	.58	.06*	.38	.18

*$p > 0.05$ n.s.

Table 41 presents the percentage of choice of response by group (students, parents, teachers) for the six items of subtest nine, expectations of bilingual employment and social adaptibility (service to self), with the mean and rank.

Expectations were extremely high for item 66, "wider job opportunities" among the three respondent groups. Teacher expectation score was 3.12 and parents and students were closely aligned at 3.05 and 3.04,

FIGURE 9

High and Low Expectations Expressed by Students, Parents and Teachers in Terms of Percentage Response to the Six Items of Subtest Nine

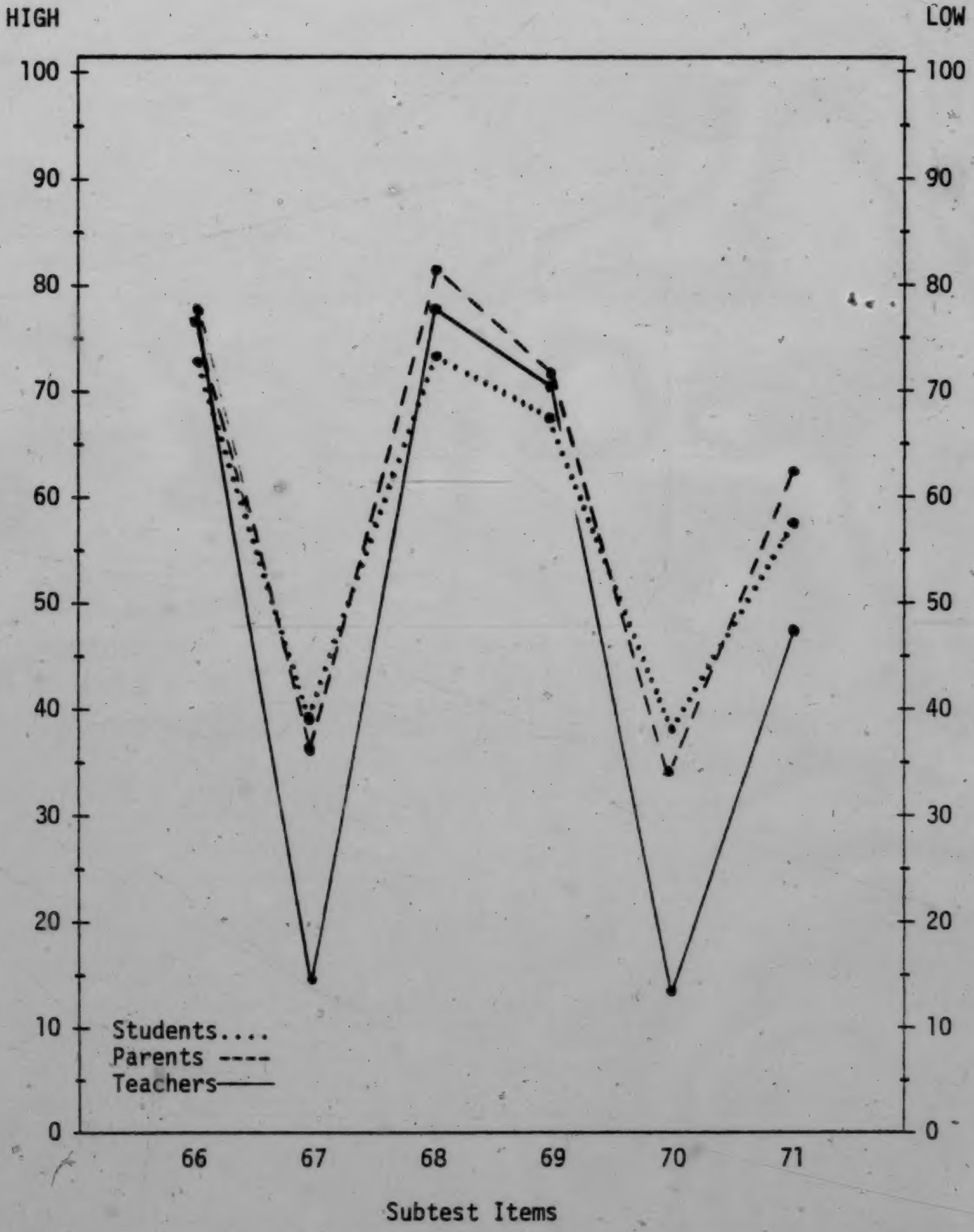


TABLE 41

SUMMARY OF ITEM CROSS-TABULATIONS FOR STUDENTS, PARENTS AND TEACHERS EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF BILINGUAL EMPLOYMENT AND SOCIAL ADAPTABILITY - SERVICE TO SELF (SUBTEST 9)

After Grade 12 French, I expect that my (the student's) abilities in French would permit me (him/her):

Item no.	Item Wording		never	seldom	frequently	most of the time	$\bar{X}$	Rank
66.	Wider job opportunities	S	5.2	21.1	33.9	39.8	3.05	1
		P	2.5	21.1	36.7	39.7	3.04	1
		T	0.8	22.7	40.6	35.9	3.12	1
67.	To accept a job requiring English-French bilingualism, eg. translator, etc.	S	24.5	36.0	25.3	14.2	2.27	5
		P	21.6	41.5	19.0	17.9	2.26	5
		T	36.7	48.4	10.2	4.7	1.83	5
68.	To handle travel requirements in French, eg. getting hotel room, etc.	S	5.5	21.3	44.7	28.6	2.92	2
		P	3.9	15.1	45.2	35.8	3.03	2
		T	3.1	18.8	45.3	32.8	3.08	2
69.	To handle phone calls in French for an employer, if people spoke slowly	S	6.6	26.0	43.7	23.7	2.81	3
		P	5.7	21.6	45.3	27.4	2.84	3
		T	2.3	27.3	57.8	12.5	2.81	3
70.	To work at a job equally well in English or in French	S	24.3	37.2	25.6	12.9	2.25	6
		P	24.6	41.1	21.8	12.4	2.15	6
		T	45.3	41.4	9.4	3.9	1.72	6
71.	To interact freely with French-speaking people in a social situation, eg. parties	S	7.0	35.4	36.7	21.0	2.69	4
		P	7.8	30.8	41.3	20.9	2.67	4
		T	6.2	46.1	39.8	7.8	2.49	4

respectively. For all groups, this item was given top ranking for subtest nine. The generally high scores for this item, particularly in contrast to the items of subtest five (expectations of bilingual employment -- service to others), may suggest that all three groups tended to view the statement globally, as almost a cliché. It may also suggest that some respondents viewed the grade 12 attainment in French as an entry requirement to certain post-secondary courses, and not as a specific, employment-oriented skill.

All groups recorded lower expectations for item 67, "to accept a job requiring English-French bilingualism, e.g., translator, etc." Students scored highest of the three groups on this item (2.27) while teachers were lowest at 1.83. On this item a greater than usual number of respondents chose the "never" response, indicating very low expectations. The higher percentage of student and parent scores for the "most of the time" response (14.2% and 17.9%, respectively) as compared with teachers (4.7%) might suggest a lack of awareness or naiveté with respect to the challenging nature of the translator's or media interviewer's position.

All groups gave second place ranking to item 68, "to handle travel requirements in French, e.g., getting hotel room, etc." Mean expectation scores among the groups were in close agreement: teachers, 3.08; parents, 3.03; and students, 2.92. The generally high expectation scores for all three groups for this item is surprising in comparison with the low expectation held by all three groups for the related item 28 (work as a store/hotel clerk) where scores were 1.93, 2.02, and 1.92, respectively. This may reflect a difference in perceiving a store/hotel clerk's post as somewhat low level. It may further suggest a perceived difference in the level of language competence required when serving the public in French and when asking for service in French.

There was close agreement among groups in relation to item 69, "to handle phone calls in French for an employer, if people spoke slowly." Parent expectations (2.84) were marginally higher than those of students and teacher groups both of which recorded a mean expectation score of 2.81. The generally high level of expectation for this item suggests the possibility that the ability to handle phone calls for the employer in French was not perceived as the major criterion for the job specification. It may further suggest that the Anglophone was expecting the Francophone to accommodate to his inadequate mastery of the language.

Expectations of all groups were low for item 70, "to work at a job equally well in English or French." Teachers were especially pessimistic about the probability of students having this ability and 45.3 per cent of the group chose the "never" expectation category. Nearly one-quarter of the students and parents agreed that this would "never" occur.

The final item of subtest nine was 71, "to interact freely with French-speaking people in a social situation, e.g., parties." Students held the highest group expectation (2.69) for this item while teachers were lowest at 2.49. Parent expectations were just slightly lower than those of students at 2.67. The generally higher expectations held by students and parents for this item may reflect a desire to have students mingle socially with their French language counterparts. It should be noted, however, that only 8 per cent of the teachers chose the "most of the time" response as compared with 21 per cent of both student and parent groups. This would suggest that teachers perceived the free and easy social intermingling of students with a grade 12 level of French as a more difficult task than did the other two participant groups.

Summary

Expectations of students, parents and teachers for competency of a grade 12 French graduate in a bilingual employment (service to self) position were generally higher than on subtest five where employment was of a "service to others" nature. However, in comparison to all ten expectation subtests, the ninth test relating to bilingual employment ranked fourth for students and parents, and ninth for teachers.

The largest percentage of parents had high expectations for three of the six items, students were highest for two items, and it was only for item 66, "wider job opportunities," that teachers had the highest expectations. This item was ranked highest of all items of the subtest by the three groups. In contrast, item 67, which involved a bilingual job like translating, and item 70, which mentioned working bilingually in a job, were lowest for all groups.

In general, students, parents and teachers expected that students would be better equipped to cope with the requirements of general items listed in this subtest than in questions dealing with specific bilingual job requirements.

Question 6

What are the students' expectations of affective behaviour and commitment at the end of the grade 12 French course in interacting with others as perceived by:

6.1 students of French

6.2 parents of students of French

6.3 teachers of French?

Table 42 presents the unadjusted mean scores and standard deviations for expectations of affective behaviour and commitment held by students, parents and teachers, followed by the adjusted mean scores for the three participant groups. Teachers were found to be the highest (20.4) of the three groups in expectations of affective behaviour and commitment, while parents scored 20.2 and students 19.5. Once again, the standard deviations for students and parents were found to be higher (4.55 and 5.19, respectively) than for teachers (2.99), suggesting that teachers were more homogeneous in their responses. Students and teachers shared the highest score for item 76 (student living in a French language area to maintain good French), while teachers also scored highest on items 72, 74, 75 and 78 which dealt with patience and sympathy for the non-native speaker of English. Parent scores were found to be the highest of the three participant groups in items 73 and 77 which dealt with the student feeling at ease in using French in public and social relationships. This may suggest that students and teachers shared some degree of commitment to the students' maintenance of French beyond the grade 12 level. It may also have indicated student and teacher knowledge of federally supported travel bursaries and immersion courses available to students. The high score for teachers on items dealing with patience and understanding was not surprising in view of the teacher's role as creator of an ambience which hopefully stimulates intercultural tolerance. The high parent scores for items concerning the student's feeling at ease in French may be attributed to a lack of understanding of the degree of language mastery required for the student to feel comfortable

TABLE 42

UNADJUSTED AND ADJUSTED MEANS AND STANDARD DEVIATIONS FOR STUDENT, PARENT AND TEACHER EXPECTATIONS OF AFFECTIVE BEHAVIOUR AND COMMITMENT

A. UNADJUSTED MEANS AND STANDARD DEVIATIONS

	Students			Parents			Teachers		
Subtest	$\overline{X}$	SD	N	$\overline{X}$	SD	N	$\overline{X}$	SD	N
10. Affectivity and Commitment	19.5	4.55	(1711)	20.2	5.19	(450)	20.4	2.99	(128)

B. ADJUSTED MEANS

	Students	Parents	Teachers
Subtest	$\overline{X}$	$\overline{X}$	$\overline{X}$
10. Affectivity and Commitment	2.79	2.88	2.91

in French.

Table 43 presents a summary of one-way analysis of variance for subtest ten of affective behaviour and commitment. There was a significant difference (p. 005) between students and teachers but not between students and parents, or between parents and teachers.

Table 44 presents the intercorrelation of expectation scores of affective behaviour and commitment for students, parents and teachers. For all three groups subtest nine (expectations of bilingual employment and social adaptability -- service to self) was found to be the most highly correlated with subtest ten (students 0.67, parents 0.74, and teachers 0.47). As previously noted, items on subtest nine may have

TABLE 43

SUMMARY OF ONE WAY ANALYSIS OF VARIANCE FOR STUDENTS, PARENTS AND TEACHERS ON SUBTEST 10 (AFFECTIVE BEHAVIOUR AND COMMITMENT)

Source	SS	MS	DF	F	p
Groups	227.56	113.8	2	5.35	0.005
Error	48598.3	21.3	2286		

Homogeneity of variance $\chi^2 = 50.1$ $p < 0.001$

Prob. matrix for Sheffé multiple comparison means

	1	2
2	.11	
3	.02	.90

been perceived by the respondents as having certain characteristics of self interest, as being more vague in task perception, or as containing an element of language accommodation or social pleasure. This raised the possibility that there was a relationship between high scores of respondents on subtest nine and positive affect in subtest ten.

Subtest ten - Expectations of affective behaviour and commitment. High and low expectations of the three study groups on subtest ten are shown on Figure 10. It was obvious that students held lower expectations than did either parents or teachers for five items of this subtest. In

TABLE 44

INTERCORRELATIONS OF EXPECTATION SCORES FOR SUBTEST 10: EXPECTATIONS OF AFFECTIVE BEHAVIOUR AND COMMITMENT

Students N = 1711

Subtest	1	2	3	4	5	6	7	8	9
10	.41	.44	.45	.42	.47	.07*	.43	.51	.67

Parents N = 450

Subtest	1	2	3	4	5	6	7	8	9
10	.55	.54	.52	.50	.54	.29	.58	.67	.74

Teachers N = 128

Subtest	1	2	3	4	5	6	7	8	9
10	.29	.42	.34	.24	.30	-.09*	.28	.30	.47

*p > 0.05 n.s.

the case of items 76 and 77, more than 50 per cent of all respondents reported low rather than high expectations, and there was wide variation between group expectation ranking of items.

Table 45 presents the percentage of choice of response by group (student, parent, teacher) for the seven items of subtest ten, expectations of affective behaviour and commitment, with the mean and rank. The same procedure for discussion of the data is used as in the preceding subtest.

FIGURE 10

High and Low Expectations Expressed by Students, Parents and Teachers in Terms of Percentage Response to the Seven Items of Subtest Ten

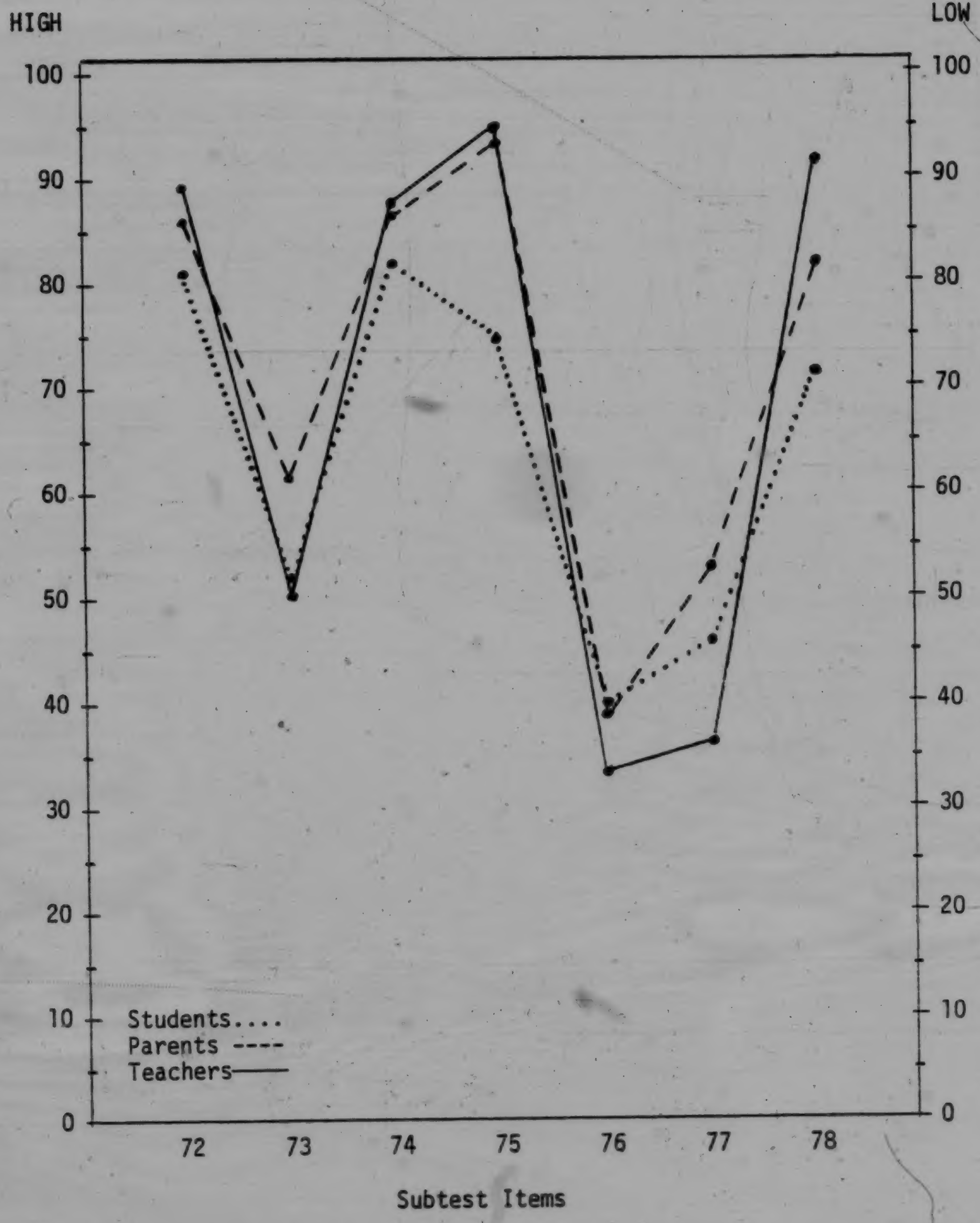


TABLE 45

SUMMARY OF ITEM CROSS-TABULATIONS FOR STUDENTS, PARENTS AND TEACHERS EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF AFFECTIVE BEHAVIOUR AND COMMITMENT (SUBTEST 10)

After finishing my (the) Grade 12 French course, I would expect (a Grade 12 student) to:

Item no.	Item Wording		never	seldom	frequently	most of the time	$\bar{X}$	Rank
72.	Be able to listen patiently to and help out French language Canadians who do not speak English well.	S	3.1	16.4	37.7	42.8	3.16	1
		P	1.6	12.1	43.7	42.6	3.18	2
		T	0.8	10.2	53.9	35.2	3.23	3
73.	Feel comfortable in using (his/her) French in serving the public, e.g. store or hotel clerk	S	10.1	39.0	35.0	15.9	2.51	5
		P	6.2	31.9	41.0	20.8	2.65	5
		T	6.2	43.0	39.8	10.9	2.56	5
74.	Be able to listen patiently to and help any Canadian who does not speak English well.	S	3.3	15.6	39.5	41.6	3.15	2
		P	1.2	12.1	41.1	45.7	3.17	3
		T	0.8	11.8	52.8	34.6	3.19	4
75.	Have a greater understanding and sympathy for any Canadian who speaks a language other than English	S	7.3	17.7	36.1	39.0	3.02	3
		P	1.4	5.3	33.7	59.6	3.38	1
		T	0.8	4.7	44.1	50.4	3.41	1
76.	Live in a French language area in order to maintain a good standard of spoken French	S	17.2	42.9	27.4	12.5	2.31	7
		P	19.1	41.7	24.0	15.2	2.24	7
		T	13.3	53.1	23.4	10.2	2.31	7
77.	Feel comfortable in using my (his/her) French in a social situation	S	13.6	40.6	31.5	14.3	2.42	6
		P	9.0	37.2	37.4	16.4	2.51	6
		T	6.2	57.8	32.0	3.9	2.34	6
78.	To have a greater understanding and sympathy for French-speaking Canadians	S	7.6	20.6	38.8	33.0	2.92	4
		P	5.9	12.7	37.6	43.9	3.02	4
		T	0.0	8.7	45.7	45.7	3.34	2

Subtest ten began with item 72, "be able to listen patiently to and help out French language Canadians who do not speak English well." Expectation scores were high for all groups: teachers, 3.23; parents, 3.18; and students, 3.16. Although teachers held the highest expectations, they ranked the item third of the seven subtest questions. Teachers responded "frequently" in a greater percentage than "most of the time." This was not true either for students or parents.

Group expectations were lower for item 73, "feel comfortable in using (his/her) French in serving the public, e.g., store or hotel clerk." Parent expectations were highest (2.65) compared with teachers (2.56) and students (2.51). All groups ranked this item fifth on the subtest.

Item 74, "be able to listen patiently to and help any Canadian who does not speak English well," brought responses that were only marginally different among the groups. Scores were: teachers, 3.19; parents, 3.17; and students, 3.15. Scores were generally higher than they were for most of the other items of subtest ten.

Item 75 stated, "have a greater understanding and sympathy for any Canadian who speaks a language other than English." Both the teacher group (3.41) and the parent group (3.38) held very high expectations that this understanding would occur. For both groups, item 75 was ranked in first place. Students appeared less sure that this positive behaviour would occur. Expectation score for students was only 3.02. Only 39 per cent of the students expected this would occur "most of the time," whereas 59.6 per cent of parents gave this very positive response.

Lowest expectation scores for all groups and all items were in relation to item 76, "live in a French language area in order to maintain a good standard of spoken French." Well over 50 per cent of all groups held low rather than high expectations for this item.

Expectation scores were almost equally low for item 77, "feel comfortable in using my (the student's) French in a social situation." Well over half of students and teachers expressed low rather than high expectations; among parents the balance was slightly on the side of high expectations. Group mean scores were: parents, 2.51; students, 2.42; and teachers, 2.34.

Item 78, "to have a greater understanding and sympathy for French-speaking Canadians," was the final category in subtest ten. For teachers, this item was given the second highest expectation score of the subtest (3.34). Parents were significantly lower (3.02) and students at 2.92 expressed lowest expectations of all groups.

Summary

Expectation scores for items of subtest ten "affective behaviour and commitment" elicited highest expectation scores from the teacher group and lowest scores from the students. Teachers and students differed significantly in expectations; teacher responses tended to show less variation than did those of students or parents. Expectations for the subtest items correlated most closely with those of the previous subtest where questions dealt with bilingual employment (service to self).

The relatively high score of parents for item 73 (anglophone students feeling at ease in bilingual service to the public) and for item 77 (feeling comfortable in French in a social situation) may have shown their concern for their children's mastery of French and an underestimation of what such mastery entails. Parents shared with teachers the highest expectations for item 74 (listening patiently to Canadians who do not speak English well), 75 (understanding and sympathy for any Canadian who does not speak English well) and 78 (understanding and sympathy for francophone Canadians who do not speak English well). This may suggest that parents and teachers transferred their own feelings of tolerance and understanding to the anglophone student's behaviour.

The preceding discussion has provided an item by item analysis of the ten subtests of expectations. These expectations were considered among the three participant groups: students, parents, teachers. Subtest 11 will now be examined as a function of the opinions held by the participant groups.

Question 7

What are the opinions with respect to the French course and associated learning conditions as perceived by

7.1 students of French

7.2 parents of students of French

7.3 teachers of French?

The discussion of these results presents a problem in interpretation. It was not known on what baseline the respondents were forming their opinions of the French course. That is, if a student held low expectations, the course might seem to have met these requirements more so than for a student who had higher expectations. On the other hand, a student may have lowered his expectations of the course as a result of his or her perception of the French program.

Since items 79, 80 and 81 offered a choice of responses which were not based on degrees of agreement, but on specific response options determined by the nature of the particular question, little meaning could be attached to the "mean score" for this set of items; consequently an analysis of variance was not carried out. Responses to specific items are found in Table 46. It should be noted that respondents could pick only one response for each of these items. It was reasonable to expect that respondents might have wanted to choose more than one had this option been available.

In response to item 79 concerning reactions to the French program, the largest percentage of each respondent group chose "a basis for future study" as the alternative if they considered that the French course to the end of grade 12 had failed to meet their expectations. Teacher response (78.9 per cent) was strongest, followed by parent response (59.9 per cent) and student response (44.7 per cent).

Students (24.5 per cent) most frequently indicated that the French course had been a source of personal satisfaction. This factor was seen as being of minor importance to parents (9.8 per cent) who do not know the course and was selected by only 2.4 per cent of the teachers who have to use it.

"High school credit" was a more important consideration for students (23.9 per cent) than for either parents (19.6 per cent) or for teachers (13.0 per cent). Students were almost equally concerned with "high school credit" and "personal satisfaction."

A relatively small percentage of all respondents indicated that the French course had been "a total waste of time." However, parents (10.7 per cent) were more likely than students (6.8 per cent) or teachers (5.7 per cent) to suggest that the course had failed.

In response to item 80, the three groups concurred that the most

TABLE 46

SUMMARY OF ITEM CROSS-TABULATIONS FOR STUDENTS, PARENTS AND TEACHERS EXPRESSED IN PERCENTAGES FOR OPINIONS OF THE FRENCH PROGRAM AND RELATED MATTERS (SUBTEST 11)

Item no.	Item Wording	Students	Parents	Teachers
79.	If I find that my expectations of the French program are unfulfilled by the end of the Grade 12 course, then I think that learning French has been for me (the student):			
	a personal satisfaction	24.5	9.8	2.4
	a basis for future study	44.7	59.9	78.9
	a high school credit	23.9	19.6	13.0
	a total waste of time	6.8	10.7	5.7
80.	If I (the student) were speaking with a French language Canadian the most helpful thing he/she could do to help me (the student) understand would be to:			
	supply other words in French	14.0	10.4	24.2
	repeat words	8.2	7.6	4.0
	use gestures	25.1	15.0	21.8
	speak more slowly	52.8	67.0	50.0
81.	How would you rate your (child's/students') participation in the French class?			
	participate often and feels free to do so	35.2	43.5	39.8
	a little nervous and unsure	40.9	31.9	43.1
	worry about being called on	11.0	6.6	4.9
	don't participate unless (I) they have to	12.9	18.0	12.2

(continued)

TABLE 46 (continued)

Item no. Item Wording	Students	Parents	Teachers
82. After finishing the Grade 12 French course, I would expect (a Grade 12 student) to retain my (Grade 12) proficiency in French for a period of at least two years.			
strongly agree	16.3	12.5	9.0
agree	53.0	58.0	41.0
disagree	24.6	24.9	43.4
strongly disagree	6.1	4.6	6.6
83. The biggest frustration in learning French is the small amount of time we (the students) spend in learning it. We (the students) just start to get the "hang" of it and then the course is over.			
strongly agree	25.0	24.9	50.0
agree	41.6	52.7	33.3
disagree	26.2	19.6	15.1
strongly disagree	7.1	2.8	1.6
84. I believe that my expectations of my (a Grade 12 student's) competency at the end of Grade 12 can be realized under the present conditions of the French program.			
strongly agree	7.3	5.3	0.8
agree	62.3	48.0	32.5
disagree	25.1	34.1	47.2
strongly disagree	5.3	12.7	19.5

helpful thing a French language Canadian could do to help a French student understand would be to "speak more slowly." Percentage response to this item for students, 52.8 percent; parents, 61.0 per cent; and teachers, 50.0 percent.

The remaining half of the teacher group chose "supply other words in French" (24.2 per cent), "use gestures" (21.8 per cent) and "repeat words" (4.0 per cent). Among students, it was considered that using gestures would be more helpful (25.1 per cent) than supplying words in French (14.0 per cent). Only 8.2 per cent of students chose "repeat words" as their response. Parent priorities followed much the same pattern with 15.0 per cent of respondents selecting "use gestures" and 10.4 per cent opting for "supply other words in French." As with the other two groups, parents (7.6 per cent) saw the repeating of words as the least helpful option.

For Question 81, in which respondents were required to rate student participation in the French class, students (40.9 per cent) and teachers (43.1 per cent) were most concerned with student feelings of nervousness and uncertainty. Parents, on the other hand, were less likely to consider this important. Only 31.9 per cent chose this response. Parents were more likely (43.5 per cent) to think that students participated often and freely, but they were somewhat ambivalent in also choosing "don't participate unless they have to" more frequently than other groups. Among students, 35.2 per cent chose frequent participation and 39.8 per cent of the teachers agreed. Approximately 12 per cent of both groups thought students would not participate unless forced to.

"Worry about being called on" was not a major consideration for any of the groups, but it did appear there was more concern among students than among parents or teachers for this factor.

It was obvious from responses to item 82 that parents and students were far more optimistic than were teachers that the French proficiency which had been acquired would be retained at least two years. Approximately 70 per cent of both groups agreed with this statement while only 50 per cent of teachers thought this was true.

Item 83 examined the amount of time available to learn French. Twice as many teachers as parents or students noted that lack of time prompted frustration in learning French. Overall, respondents agreed that lack of time for French instruction caused frustration for the learner: students, 66.6 per cent; parents, 77.6 per cent; teachers, 83.3 per cent.

Student and parent optimism for realization of their expectations was evident again in responses to item 84. Seventy per cent of the students indicated that they thought their expectations for French could be met under present conditions. Among parents 53.3 per cent gave the same opinion. In contrast, only one-third (33.3 per cent) of teachers chose the affirmative response. These response choices indicated that approximately one-third of students, nearly one-half of parents and two-thirds of teachers held expectations of the French program that could not be met under existing conditions.

Summary

Opinions of French instruction differed among groups. Students thought expectations could likely be met under present conditions. Parents and teachers were less optimistic. Lack of time was cited as a source of frustration, and French spoken more slowly was seen as being helpful. Students tended to see personal satisfaction as important in the study of French; for parents and teachers French instruction was considered a basis for future study.

CATEGORY B: EXPECTATIONS, DEMOGRAPHIC VARIABLES, AND OPINIONS

Data collected through the Societal Expectations Survey (SES) questionnaire were analyzed in an attempt to examine demographic variables and their relationship to expectations for French, and opinions of the French program as expressed by:

(a) students of French,

(b) parents of students of French,

(c) teachers of French.

Two major questions were posed within this portion of the study. The questions and relevant data concerning them is presented in this section of the report.

Question 8

What are the differences in expectations as expressed by students which may be attributed to

8.1 grade level

8.2 sex

8.3 rural urban location?

Tables 54 to 64 (Appendix D) present the percentage of response by student grade level for each item of the eleven subtests. In subtests one to five, responses of "quite well" and "very well" were summed to derive a high expectation for purposes of discussion, while the responses "a little" and "not at all" were added and designated as low expectation. In subtests six to ten, a similar procedure was carried out, with the responses "frequently" and "most of the time" summed together and the "seldom" and "never" responses grouped.

Expectations and grade level. For Subtest One of aural comprehension, expectation scores of the grade sevens were found to be the highest among student participants for: "understanding the news on the radio in French," "understanding the television news" and "understanding the hockey telecasts." Grade nine students reported the highest expectations for "understanding the television weather report" and "understanding an everyday conversation," while grade ten expectation scores were highest for "understanding a store clerk" and "understanding a French language movie." Grade elevens scored the highest for "expectations of understanding a request for directions." Grade twelves held lowest expectations on six of the eight items.

For Subtest Two of oral expression, expectation scores of the grade sevens were the highest for "discussing the news in French," "discussing prices with a store clerk" and "taking part in a French language play." Grade nine students reported the highest expectations for "talking about the weather in French," "ordering a meal" and "carrying on an everyday conversation" while grade ten expectation scores were highest for "giving directions in French." Grade twelves held the lowest expectations on four items and grade eights were lowest on three.

Expectation scores on Subtest Three of reading comprehension were highest for grade sevens for "reading a French language paperback" while grade nines scored highest on "reading a French language newspaper" and "reading newspaper advertisements." Grade ten expectation scores were highest for "reading comic strips" and "reading a French language menu," with grade elevens highest for "reading and understanding the headlines in a French language newspaper." Grade twelves were found to hold the lowest expectations for four items while grade eights scored the lowest on two items.

For Subtest Four of written expression, expectation scores of the grade sevens were the highest among student participants for "writing a letter of application in French" and "drafting a report in French for the media." For "writing an acceptable composition," both grades seven and eleven shared the highest expectations. Grade eleven students also scored highest for "writing a letter to a friend" while grade nine students reported the highest expectations for "filling out an application form in French." Grade twelves expressed the lowest expectation among students for four items out of five in the subtest.

For Subtest Five of bilingual employment (service to others), the grade sevens were found to be the highest for "working in a job serving the public in French," "relaying messages in French," "working as a bilingual information officer" and "teaching a beginner's class." For "making public announcements in French," grades seven and nine shared the highest expectations. Grade eleven students reported the highest expectations for "typing letters in French" while the lowest expectations were held by grade twelve students for all subtest items except item 33 where the grade eights scored the lowest.

For Subtest Six of services expected in English in a Canadian francophone area, expectation scores for grade sevens were highest for "being served in English at the post office" while grade eights scored highest on "English language radio and television service," "having people speak English well" and "having service in English from waitresses and taxi-drivers." Grade ten students reported the highest expectations for "having telephone operator service in English" while grade twelve students scored highest on "purchasing train or plane tickets in English,"

"English language service at provincial government offices" and "federal government information booklets in English." Grade sevens and grade nines held lowest expectations on three items each.

For Subtest Seven of general Canadian francophone reaction, expectation scores for grade sevens were the highest for "French language Canadians would refuse to speak to anglophone student in English," and "French language Canadians would treat the anglophone student rudely." Grade eight students reported the highest expectations for "francophone Canadians would be able to speak English" and "French language Canadians would ignore an anglophone student," while grade elevens were highest for "francophone Canadians would be pleased that the anglophone student could speak some French" and "French language Canadians would treat the anglophone student like anyone else if the Anglophone could speak French very well." Grade twelve students scored highest on "francophone Canadians would be like the anglophone student except for the language," "francophone Canadians would understand the anglophone student's French better than people in France would," "francophone Canadians would laugh at the anglophone student's French," "francophone Canadians would respect the anglophone student more if the student could speak French" and "French language Canadians would smile and act friendly." Grade sevens held lowest expectations for four items. Each other grade level was lowest on one or two items.

For Subtest Eight, grade sevens were highest on two items of specific Canadian francophone reaction. The items were "anglophone students would try to speak French so as not to feel left out" and "francophone Canadians would try to help the anglophone student understand by using English." Grade ten students reported the highest expectations for "anglophone students would try to speak French so that francophone Canadians would feel more comfortable," " French language Canadians would be as willing to help Anglophones with their French as Anglophones with their English" and "francophone Canadians would be patient with the Anglophone student's limited French." Grades ten, eleven and twelve shared the highest score on "trying their best to speak French if francophone Canadians would try their best to understand them," while grade eleven students also reported the highest expectations on "French language Canadians would correct their French." Grade twelves held the highest expectations for "speaking French to Francophones and francophone Canadians would speak English to Anglophones," "French language Canadians would help anglophone students understand by speaking more slowly," "Francophones would help anglophone students understand by gesturing," "helping anglophone students to understand by repeating words" and "helping anglophone students to understand by supplying words." Grade sevens held the lowest expectations for eight items and grade eights were the lowest for two items.

For Subtest Nine of bilingual employment and social adaptability (service to others), expectation scores for grade sevens were the highest among student participants for "accepting a job requiring English-French bilingualism, such as a translator," "working at a job equally well in English or French" and "interacting freely with French language Canadians in social situations." Grade ten students reported the highest expectations for "wider job opportunities," "handling their own travel requirements in French" and "handling phone calls in French for an employer if people spoke slowly."

For Subtest Ten of affective behaviour and commitment, expectation scores for grade sevens were the highest for "feeling comfortable using French in serving the public," "living in a French language area in order to maintain a good standard of spoken French" and "feeling comfortable using French in social situations." Grades nine, ten and eleven shared the highest expectation for "being able to listen patiently to and help French language Canadians who do not speak English well." Grade tens also reported the highest expectations for "being able to listen patiently to and help any Canadian who does not speak English well," while grade elevens held the highest expectations for "having a greater sympathy and understanding for French language Canadians." Grade twelve students expressed the highest expectations for "having a greater understanding and sympathy for any Canadian who speaks a language other than English." Grade twelve students were lowest on three items, while grade sevens and eights were each lowest on two items.

Summary

Table 47A shows the number of highest expectation items within each subtest by grade levels. Grade seven students held highest expectations on more subtest items (25) than any other students,with high expectations spread throughout the ten subtests. Grade twelves were second in high expectation scores (14 items) but ten of those items had to do with reactions of Francophones to students of French. Grade twelves were lowest in expectations of performance. Fewest high expectation scores were reported by grade eights (six items) and then only in the area of francophone reactions.

Table 47B shows lowest expectation scores among students. Grade twelves expressed lowest expectations on 36 items compared with grade

TABLE 47A

TABLE OF NUMBER OF ITEMS ATTAINING HIGHEST EXPECTATIONS BY GRADE LEVEL BY SUBTEST (BASED ON THE SUMS OF THE "QUITE WELL" AND "VERY WELL" RESPONSES)

Grade	7	8	9	10	11	12
Subtest						
1. Aural Comprehension	3	-	2	2	1	-
2. Oral Expression	3	-	3	1	-	-
3. Reading Comprehension	1	-	2	2	2	-
4. Written Expression	2 (1)*	-	1	-	1 (1)*	-
5. Bilingual Employment (service to others)	5	-	-	-	1	-
6. English services in Canadian francophone areas	1	4	-	1	-	3
7. General reactions of Canadian Francophones	2	2	-	-	2	5
8. Specific reactions of Canadian Francophones	2	-	-	3 (1)*	1 (1)*	5 (1)*
9. Bilingual employment and social adaptability (service to self)	3	-	-	3	-	-
10. Affective behaviour and commitment	3	-	(1)*	1 (1)*	1 (1)*	1

*indicates one item shared highest expectation for more than one grade.

TABLE 47B

TABLE OF NUMBER OF ITEMS ATTAINING LOWEST EXPECTATIONS BY GRADE LEVEL BY SUBTEST (BASED ON THE SUMS OF THE "QUITE WELL" AND "VERY WELL" RESPONSES)

Grade	7	8	9	10	11	12
Subtest						
1. Aural Comprehension	-	2	-	-	-	6
2. Oral Expression	-	3	-	-	-	4
3. Reading Comprehension	1	2	-	-	-	4
4. Written Expression	-	1	-	-	-	4
5. Bilingual Employment (service to others)	-	1	-	-	-	5
6. English services in Canadian francophone areas	3	-	2 (2)*	-	(2)*	2
7. General reactions of Canadian Francophones	4(1)*	2(1)*	-	2	1(1)*	(1)*
8. Specific reactions of Canadian Francophones	8	2	-	-	1(1)*	(1)*
9. Bilingual employment and social adaptability (service to self)	-	-	-	-	-	6
10. Affective behaviour and commitment	2	1	-	-	-	3

*indicates one item shared lowest expectation for more than one grade.

sevens who were the low expectation group on only 14 items. Within the grade twelve group 18 of the low expectation items were concerned with performance. An appreciable difference was noted between grades eleven and twelve. Grade elevens reported lowest expectations on four items; whereas the total increased to 36 items in grade twelve. Grade eight students who had expressed highest expectations on only six items recorded lowest scores on 14 items, half of them on the four performance subtests. These findings may have been due to a greater maturity on the part of grade twelve students who were possibly more aware of the difficulties involved in second language acquisition.

Expectations by sex. Tables 65 to 75 (Appendix E) present by sex the percentage choice of responses of the students to the eleven subtests. In subtests one to five, responses of "quite well" and "very well" were summed to arrive at a high expectation, while the responses "a little" and "not at all" were grouped into a low expectation category. In subtests six to ten, a similar procedure was carried out, with the responses "frequently" and "most of the time" summed and the "seldom" and "never" responses grouped. For subtest eleven, the format of the discussion varied according to the item.

Of the 78 items dealing with expectations, females scored higher than males on 57 items. Females revealed generally higher expectations of their own performance, scoring higher than males on all items of subtests three and four and on nine items of subtests one and two.

Table 48 summarizes the total number of items in which males or females expressed highest expectations. The figures indicate that, in total, females reported highest expectations more than three times as

TABLE 48
TABLE OF NUMBER OF ITEMS ATTAINING HIGHEST EXPECTATIONS BY SEX (BASED ON THE SUMS OF THE "QUITE WELL" AND "VERY WELL" RESPONSES)

Grade	F	M
Subtest		
1. Aural Comprehension	4 (1)*	3 (1)*
2. Oral Expression	5	2
3. Reading Comprehension	7	-
4. Written Expression	5	-
5. Bilingual Employment (service to others)	6	-
6. English services in Canadian francophone areas	1	8
7. General reactions of Canadian Francophones	6 (1)*	4 (1)*
8. Specific reactions of Canadian Francophones	11	1
9. Bilingual employment and social adaptability (service to self)	5 (1)*	(1)*
10. Affective behaviour and commitment	6	-

*indicates one item shared lowest expectations for more than one grade.

often as males. The only area in which males scored highest expectations more often than females was on the subtest of expectations of English service in Canadian francophone areas. Female and male expectations were equally high on only three items in the entire ten subtests.

Subtest Eleven, which dealt with opinions of the French program, was not included in Table 48 because of the nature of the question. Opinions differed between males and females on most of the questions with females tending to be slightly more positive about the French program, and more actively participating in French class activities. At the same time they were more likely to feel frustrated by lack of time for French instruction (72 per cent and 59 per cent), but also were more hopeful that their expectations could be met under present conditions (71 per cent and 68 per cent).

Personal satisfaction was considered to be an important outcome of French study for approximately one quarter of both groups. Half of the females and 37 per cent of the males thought of French as a basis for future study while 19 per cent of the females and 31 per cent of the males thought the high school credit was important. Less than 10 per cent of either group saw French instruction as a waste of time.

Slightly over half of each group thought that if someone spoke more slowly it was helpful to a student of French. Females were more likely to participate in class (38 per cent compared with 32 per cent) but thought they were more nervous (45 per cent and 36 per cent). Males worried more about participation (13 per cent and 10 per cent) and also did not participate unless they had to (20 per cent and 8 per cent). A high number (males 59 per cent and females 72 per cent) felt they would retain their proficiency for at least two years, and high percentages of both groups (females, 71 per cent and males, 68 per cent) thought that their expectations could be met under present conditions.

Expectations by rural urban location. Tables 76 to 86 (Appendix F) present the percentage choice of responses by rural and urban students for each item of the eleven subtests. Each subtest will be discussed using the procedure of the previous discussions. Detailed results are to be found in the appendix.

Of the 78 items dealing with expectations, urban students scored higher on 62 items. Urban students revealed generally higher expectations of their own performance on the first four subtests as well as on subtest five of bilingual employment (service to others). Only for items 3, 4, 9, 11 and 22 did the difference exceed ten per cent.

For subtest six of services in English in a francophone area, rural students' expectations slightly exceeded those of urban students, while for subtest seven of general Canadian francophone reaction, urban expectations exceeded slightly those of rural. For subtest eight of specific Canadian francophone reaction, rurals and urbans reported the highest expectations on an equal number of items. In subtest nine of bilingual employment, and social adaptability (service to self) urban students' expectations exceeded those of the rural students for all items, as was the finding for subtest ten of affective behaviour and commitment.

Question 9

To what extent could differences in expectations as related to profiles of the three participant groups be attributed to opinions of the French program?

In order to respond to this and the remaining questions posed in the study, profiles were drawn for each of the three participant groups. For students, profiles were drawn for each grade level, by rural and urban groups and by sex. The eight highest expectation scores and the eight lowest expectation scores for each student subgroup were used as a basis for the profile development. Highest student expectation scores ranged from 242 to 283 at the grade seven level and from 219 to 253 at the grade twelve level. The lowest student expectation scores ranged from 94 to 115 at the grade seven level and from 142 to 197 at the grade twelve level. The maximum total score for the ten expectation subtests, taking into account the four items for reflection, could be 312.

For parents and teachers, profiles were drawn on the basis of the ten highest and ten lowest expectation scores of each group. For parents, the highest expectation scores ranged from 270 to 302 and the lowest expectation scores from 90 to 172. For teachers, the highest expectation scores ranged from 245 to 267 and the lowest expectation scores from 165 to 196. The profile tables are to be found in Appendix G.

For opinions, in response to item 79 (if student expectations of the French program were unfulfilled. . .), high expectation profile students at all grade levels chose personal satisfaction and a basis for future study more frequently than did low expectation profile students. The low expectation profile group tended to choose "a waste of time" more frequently than the high profile group at all grade levels, but particularly at grades 7, 8 and 9. High profile parents also chose personal satisfaction and a basis for future study more frequently than did low profile parents, while low expectation profile parents tended to choose "a waste of time" more frequently than did high profile parents. In this respect high profile teachers chose the "basis for future study" response almost unanimously. Low expectation profile teachers also selected this response most frequently, but less so than the high profile group.

For item 80 (the most helpful thing. . .), the high profile student group chose "speaking more slowly" more frequently at all grade levels than did the low profile group. The low profile student group chose the response "gestures" relatively more frequently than did the high profile group. High profile parents also selected "speaking more slowly" for their most frequent response as did low profile parents, only slightly less often. High profile teachers chose "speaking more slowly" and "repeating words" while low profile teacher responses were very similar.

In item 81, high profile students rated their class participation as being "free and often" more frequently than did low profile students, while low profile students tended to choose the response "don't participate unless I have to" more frequently than did the high profile group. For high profile parents, the responses were fairly evenly divided among the choices available, while for low profile parents the majority selected "doesn't participate unless he/she has to." For this item, high profile teachers selected "participating often and freely" more frequently than did low profile teachers who tended to divide their responses among the four choices available.

For item 82, there was general agreement (80%) at all grade levels among the high profile students that they expected to retain their grade 12 level of French for two years after graduation. For the low profile group there was general disagreement (38% only agree) with this statement. High expectation profile parents agreed 60 per cent of the time, while 80 per cent of the low profile parents disagreed. For this item, 70 per cent of the high profile teachers agreed, while 60 per cent of the low expectation profile teachers disagreed.

In item 83, there was general agreement (about two-thirds) between both highest expectation and lowest expectation student profile groups at all grade levels (except grade eights with the lowest expectations) that their biggest frustration in learning French was the small amount of time spent in learning it. This was also the case for high expectation profile parents and for teachers with either the highest or lowest profile expectation scores. Parents with the lowest profile expectation scores tended to disagree that the student's biggest frustration in learning French is insufficient time. It should be noted that these data were gathered by means of a structured questionnaire item with specified response alternatives as opposed to an open-ended question, in which the respondents volunteered the information. The nature of the response bias thus introduced by item format remains unknown.

For item 84, there was general agreement (about 70 per cent) among the high expectation profile students at all grade levels that their expectations of the French program could be realized under the present conditions, while for the low profile students barely 50 per cent agreed with this statement. Sixty per cent of the high profile parent group disagreed with this statement, while 50 per cent of the low expectation parent profile group also disagreed. Sixty per cent of both the high and low teacher profile groups disagreed that their expectations of the French program could be met under the present conditions.

Summary

When profiles were drawn for high and low expectation students, parents and teachers, results of analysis of their opinions were not surprising. High expectation groups tended to choose the more positive responses, and low expectation groups were more likely to express more negative opinions.

High profile groups were likely to see the French program as useful for personal satisfaction and future study. They thought class participation was free and open and that students would retain their proficiency. Only the student group thought that their expectations could be met under present conditions. There was disagreement on this point among high profile parent and teachers groups. The frustration of lack of time to learn French was important to all profile groups except low expectation parents.

CATEGORY C: EXPECTATIONS, GROUP PROFILES AND DEMOGRAPHIC VARIABLES

Question 10

What are the differences in expectations as expressed by student profiles which may be attributed to:

10.1 grade level, sex and rural urban location
10.2 home language
10.3 age
10.4 I.Q.
10.5 general achievement
10.6 French achievement
10.7 contact with native French speakers
10.8 years of French study
10.9 desire to continue French
10.10 rating of French program?

To respond to this question, profile statements were prepared based on the descriptive and biographical data of the profile tables (Appendix G). It should be noted that the I.Q. scores of the student profile groups were reported on a variety of tests: Lorge-Thorndike, Otis, Pintner, Dominion and Kuhlman-Anderson. Further, the name of the I.Q. test in some cases was unknown. Thus any comparisons based on the I.Q. scores should be made with caution. Scores for both general and French achievement in the student profile statements were based on a scale of 1 (less than 50 per cent) to 5 (above 80 per cent). Expectation scores were also used in drawing the profiles. For students the eight highest and eight lowest expectation scores for each subgroup were used. In the case of parents and teachers, the ten highest and lowest scores were used.

Charts 1 to 6 depict the selected demographic descriptors, ratings of the French program and future plans concerning French classes, for high and low expectation profile students of grades seven to twelve.

Within the grade seven profile group (Chart 1) the high expectation group tended to be slightly younger than the low profile group, have a higher I.Q. range, have a higher general and French achievement, have spent longer studying French and have rated the program as satisfactory. More than half planned to continue French study but there was some lack of interest, particularly in the rural group. French achievement was the same or higher than general achievement.

The high expectation urban student profile group was slightly older than the rural group, had a lower I.Q. bottom range, reported lower general and French achievement, and had studied French for a longer time. Females were slightly younger than males and had higher French achievement.

CHART 1

SUMMARY CHART OF EXPECTATIONS, OPINIONS AND DEMOGRAPHIC DESCRIPTIONS OF PROFILES FOR GRADE SEVEN STUDENTS OF FRENCH

Profile Group	Home Language	Age	I.Q.	General Achievement	French Achievement	Contact With French Speakers	Years of French Study	Desire to Continue French	Rating of French Program
High Expectations									
Rural Female	English	12 yrs.	95-131	4.5	4.5	None	1.2	Will continue to end grade 12	satisfactory
Rural Male	English	11.8 yrs.	98-127	4.0	4.0	None	1.1	50% continue to end grade 12 (lack interest)	satisfactory
Urban Female	English	11.5 yrs.	78-130	3.2	4.1	None	1.7	Continue to end of grade 12	satisfactory
Urban Male	English	12.2 yrs.	73-134	3.8	3.8	None	3.0	50% continue to end grade 12 (lack interest)	satisfactory
Low Expectations									
Rural Female	English	12.1 yrs.	81-114	3.0	3.5	None	1.0	50% continue to end of grade 12 (lack interest)	so - so
Rural Male	English	12.4 yrs.	60-117	3.4	2.6	None	1.0	Will not continue (lack interest)	so - so
Urban Female	English	12.4 yrs.	78-129	3.2	3.2	None	1.8	Will not continue (lack interest)	so - so
Urban Male	English	12.8 yrs.	58-125	2.1	1.7	None	1.8	Will not continue (lack interest)	so - so

Comparison between the low profile group and the high group showed that the low group tended to be older, possessed a slightly lower I.Q. range, and were less successful in both general and French achievement. The low group had spent fewer years studying French, rated the program only "so-so" and planned to discontinue the study of French for lack of interest.

The urban profile low expectation students were slightly older, had a lower general and French achievement and had studied French longer. Male profile groups were slightly older than female, had a lower I.Q. bottom range, and had a lower general and French achievement.

Grade eight profile groups are described in Chart 2. The high expectation groups tended to be younger than the low groups, have higher I.Q.'s, accomplished higher general and French achievement and had done some visiting to French language areas. French achievement was higher than general achievement. Most were undecided about continuing to study French for lack of interest although the urban groups thought they would continue to the end of grade 12. All rated the program satisfactory.

Comparisons between urban and rural high expectation profile groups revealed that the urban students were likely to be of a lower I.Q. bottom range and have lower general and French achievement. French achievement was above general achievement and the urban male had studied French for 3.5 years, longest of any grade eight profile group.

The low expectation grade eight students were described as starting at a lower I.Q. bottom range than did the high profile students. They were only slightly older, both general and French achievement was lower, and success in French dropped below general achievement. They all planned to discontinue French for lack of interest and rated the

CHART 2

SUMMARY CHART OF EXPECTATIONS, OPINIONS AND DEMOGRAPHIC DESCRIPTIONS OF PROFILES FOR GRADE EIGHT STUDENTS OF FRENCH

Profile Group	Home Language	Age	I.Q.	General Achievement	French Achievement	Contact With French Speakers	Years of French Study	Desire to Continue French	Rating of French Program
High Expectations									
Rural Female	English	13.1 yrs.	102-115	4.3	4.5	None	2.1	-undecided -lack of interest -unnecessary for work	satisfactory
Rural Male	English	13.0 yrs.	100-118	3.7	4.1	Visited a few times	1.8	-undecided -lack of interest -not useful	satisfactory
Urban Female	English	13.0 yrs.	79-116	3.2	3.6	Visited a few times	2.0	Will continue	satisfactory
Urban Male	English	13.1 yrs.	89-135	4.1	4.2	None	3.5	Will continue to end of grade 12 -some disinterest	satisfactory
Low Expectations									
Rural Female	English	13.1 yrs.	87-128	3.7	3.2	None	1.9	-Discontinue before end grade 12 -lack of interest -not useful	so - so
Rural Male	English	13.5 yrs.	79-112	3.5	3.0	None	2.1	-Discontinue before end grade 12 -lack of interest	poor
Urban Female	English	12.8 yrs.	97-121	3.2	2.8	None	2.4	-Discontinue before end grade 12 -lack of interest	so - so
Urban Male	English	13.2 yrs.	83-119	3.3	3.0	None	2.8	-Discontinue before end grade 12 -lack of interest	so - so

program "so-so" or "poor."

Comparison between urban and rural low profile students indicated that the urban group tended to be slightly younger, have lower general and French achievement scores and had spent longer studying French. Females were younger than males and had higher I.Q. scores. The urban male group was the only one at the grade eight level to rate the French program as poor.

Grade nine student profiles are shown in Chart 3. An examination of high and low expectation groups shows the high profile students to be younger than the low group, to have higher I.Q. scores, and to have higher general and French achievement with success closely aligned in both. There had been less contact with French speakers than among the low expectation groups. They had studied French for a longer time and three of four groups planned to continue French study. Programs were rated satisfactory or very good.

Between urban and rural high expectation groups it was seen that urban students tended to be slightly younger, have higher French achievement among females, have had more contact with speakers of French and had studied French for almost two years longer.

Among male and female differences, the rural male was likely to have a higher I.Q. while the urban female had a higher success rate in French study. She also had more contact with French speakers, had studied French the longest, and gave the only "very good" rating to the program.

The grade nine low expectation profile groups were likely to be older than the high groups, have lower I.Q. scores, have lower general and French achievement, and have studied French for fewer years. Three out of four groups had had considerable contact with French speakers.

CHART 3

SUMMARY CHART OF EXPECTATIONS, OPINIONS AND DEMOGRAPHIC DESCRIPTIONS OF PROFILES FOR GRADE NINE STUDENTS OF FRENCH

Profile Group	Home Language	Age	I.Q.	General Achievement	French Achievement	Contact With French Speakers	Years of French Study	Desire to Continue French	Rating of French Program
High Expectations									
Rural Female	English	14.1 yrs.	102-120	4.3	4.2	None	3.1	-Continue to end grade 12	satisfactory so - so
Rural Male	English	13.9 yrs.	114-135	3.7	4.0	None	3.0	-Continue to end grade 12	satisfactory
Urban Female	English	13.7 yrs.	101-132	3.8	5.0	50% of friends at home speak French	5.2	-Continue to end grade 12	very good
Urban Male	English	14.1 yrs.	103-128	4.2	4.0	Little visiting in French area	5.1	-Undecided -Lack of interest	satisfactory
Low Expectations									
Rural Female	English	14.0 yrs.	83-113	3.6	3.2	-Friends speak French at home	2.5	-Discontinue before end grade 12 -Lack of interest	so - so
Rural Male	English	14.2 yrs.	96-113	2.8	2.3	None	3.0	-Discontinue before end grade 12 -Lack of interest	so - so
Urban Female	English	14.1 yrs.	99-122	3.4	4.8	-40% of friends speak French at home	4.1	-Undecided -Lack of interest -Not useful	satisfactory
Urban Male	English	14.5 yrs.	96-135	3.0	3.2	-Lived in francophone area	2.2	-Undecided -Not useful to career	so - so

All planned to discontinue French study. The program was rated "so-so" by three groups and "satisfactory" by only one.

The low expectation urban students were likely to be older than rural students; to have had slightly higher general achievement and French achievement; to have had more contact with French-speaking people and to have spent more years in French study. They saw the programs as either "satisfactory" or "so-so."

Female low profile students were younger than males, had slightly higher general and French achievement and had some contact with French speakers. The urban female group had highest French achievement of the low group; had most years of study and rated programs satisfactory.

Chart 4 describes profile groups of grade ten students of French. High expectation students were likely to record slightly higher general and French achievement and had spent about the same time in study of French as the low group. French achievement tended to be higher than general achievement; three out of four groups had considerable contact with French speakers. All groups found the programs satisfactory and three out of four planned to continue French study.

Rural-urban comparisons showed only minor differences, as did male-female profiles. The rural male group was the only one with no contact with French speakers, was oldest and was second longest in French study.

Comparison of low and high expectation profiles showed that the low group was more likely to have a lower bottom range of I.Q. scores; had lower general and French achievement; was less likely to have contact with French speakers and had spent fewer years in French study. They were all undecided about continuing French study because of lack of interest

CHART 4

SUMMARY CHART OF EXPECTATIONS, OPINIONS AND DEMOGRAPHIC DESCRIPTIONS OF PROFILES FOR GRADE TEN STUDENTS OF FRENCH

Profile Group	Home Language	Age	I.Q.	General Achievement	French Achievement	Contact With French Speakers	Years of French Study	Desire to Continue French	Rating of French Program
High Expectations									
Rural Female	English	15.0 yrs.	96-120	4.1	5.0	40% visited or lived in francophone area -50% of friends speak French at home	3.7	-Continue to end grade 12	satisfactory
Rural Male	English	15.2 yrs.	99-129	3.1	3.5	None	3.8	-Continue to end grade 12	satisfactory
Urban Female	English	15.1 yrs.	91-132	3.7	4.1	60% visited francophone areas -40% of friends speak French	3.5	-Continue to end grade 12	satisfactory
Urban Male	English	15.0 yrs.	104-129	3.7	3.5	Visited frequently in francophone areas	4.4	-Discontinue before end grade 12 -Lack of interest	satisfactory
Low Expectations									
Rural Female	English	15.1 yrs.	96-141	4.2	4.6	None	4.0	-Undecided -Lack of interest	satisfactory so - so
Rural Male	English	15.2 yrs.	84-113	2.8	2.8	None	3.5	-Undecided -Lack of interest	satisfactory so - so
Urban Female	English	15.0 yrs.	89-135	3.6	3.6	Friends frequently speak French	3.5	-Undecided -Lack of interest	satisfactory
Urban Male	English	14.3 yrs.	97-126	3.7	3.4	None	4.3	-Undecided -Lack of interest	satisfactory

and rated programs from satisfactory to "so-so."

The urban groups were younger than rural counterparts, but very similar on other categories. Female profile groups had slightly higher general and French achievement and the urban female group was the only one to report any contact with French speakers.

High and low expectation student profiles are described in Chart 5 for grade eleven students of French. Differences were noted in general achievement and French achievement with the high profile group reporting greater achievement in both areas. French achievement tended to be higher than achievement in general school subjects. All high expectation groups reported considerable contact with French speakers and had spent more years in French study than the low group. All high groups saw the programs as satisfactory, but only the females definitely planned to continue to study French.

Urban groups tended to have higher I.Q. scores than did rural grade eleven students; both general and French achievement were slightly higher. They also had studied French for longer periods of time. Females had higher achievement scores than did males for both general work and French. They planned to continue to study French while both male profile groups were undecided. Rural males noted that French was not useful for a career.

Low expectation grade elevens were likely to be lower achievers in general work and in French study. French achievement was appreciably lower than that in general areas. They had almost no contact with French speakers and had spent fewer years in the study of French than high expectation groups. Rural females were the only group that definitely planned to continue to study French, but also rated programs as "so-so", while

CHART 5

SUMMARY CHART OF EXPECTATIONS, OPINIONS AND DEMOGRAPHIC DESCRIPTIONS OF PROFILES FOR GRADE ELEVEN STUDENTS OF FRENCH

Profile Group	Home Language	Age	I.Q.	General Achievement	French Achievement	Contact With French Speakers	Years of French Study	Desire to Continue French	Rating of French Program
High Expectations									
Rural Female	English	16.0 yrs.	94-125	4.2	4.6	50% visited francophone areas	4.7	-Continue to end grade 12	satisfactory
Rural Male	English	16.0 yrs.	88-116	3.6	4.0	60% visited francophone area -40% of friends speak French at home	5.1	-Undecided -Lack of interest -Not useful for career	satisfactory
Urban Female	English	16.0 yrs.	102-127	4.3	4.4	40% lived in francophone areas -50% visited francophone areas -50% of friends speak French	5.4	-Continue to end grade 12	satisfactory
Urban Male	English	16.0 yrs.	105-130	3.9	4.4	50% lived in francophone area -40% visited in francophone area -60% of friends speak French	6.1	-Undecided	satisfactory
Low Expectations									
Rural Female	English	16.5 yrs.	99-130	3.5	3.0	None	4.6	-Continue to end grade 12 -Lack of interest	so - so
Rural Male	English	16.0 yrs.	106-134	3.8	3.0	None	4.7	-Discontinue before end grade 12 -Lack of interest	satisfactory
Urban Female	English	16.0 yrs.	91-122	4.0	3.5	-40% visited francophone areas	4.8	-Undecided -Lack of interest	satisfactory
Urban Male	English	16.0 yrs.	102-133	4.0	3.6	None	4.7	-Undecided -Lack of proficiency	satisfactory

other groups found them "satisfactory." The urban female group was the only one that reported any contact with French speakers.

Profiles of grade twelve students of French are shown in Chart 6. A comparison of high and low expectation groups showed that the higher expectation students were likely to report higher French than general achievement, and greater success in French than the low groups. They had all had contact with French speakers, had spent fewer years in French study and all saw the programs as satisfactory.

Rural and urban comparisons suggested that urban students were likely to have lower achievement levels, but French achievement was higher than it was in general subjects. Urban males had spent the fewest years in French study and planned to discontinue study if grades were poor and if it was not useful. Urban females had studied French longer than any other group.

The low expectation profile groups tended to achieve less in French than the high expectation students and less than they did in general school subjects. Only rural males planned to continue French to the end of grade twelve. This group was also the only one to rate programs as satisfactory. Rural females were the only students to have had no contact with French speakers. Grade twelve profile groups were the only students to suggest lack of proficiency as a reason for discontinuing French study.

Figure 11 presents a graph of the relationship between general achievement and French achievement for each grade level for both high expectation and low expectation student profile groups. High expectation profile students tended to have a higher achievement average in French than they did in general achievement, while low expectation profile

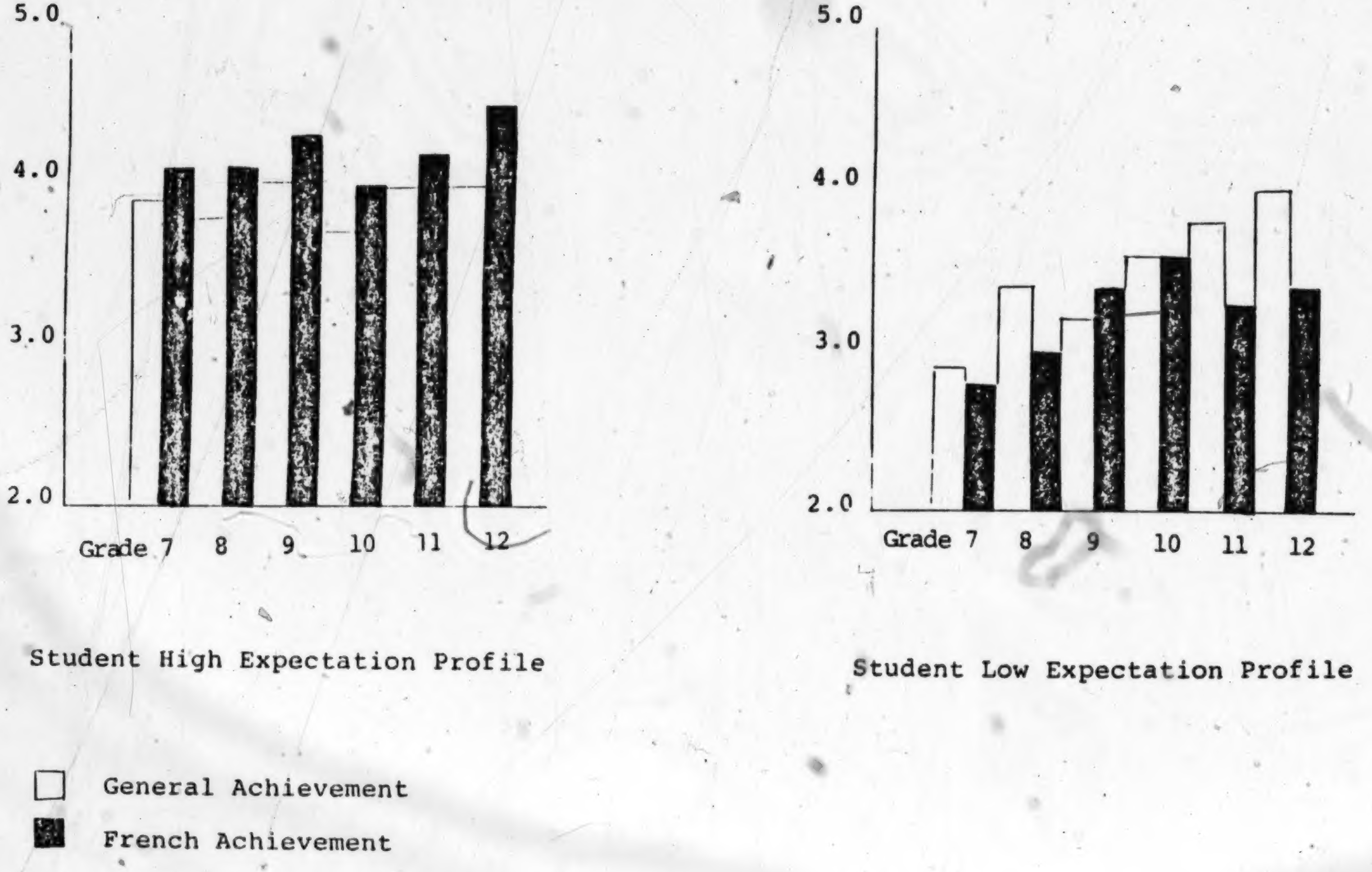
CHART 6

SUMMARY CHART OF EXPECTATIONS, OPINIONS AND DEMOGRAPHIC DESCRIPTIONS OF PROFILES FOR GRADE TWELVE STUDENTS OF FRENCH

Profile Group	Home Language	Age	I.Q.	General Achievement	French Achievement	Contact With French Speakers	Years of French Study	Desire to Continue French	Rating of French Program
High Expectations									
Rural Female	English	17.0 yrs.	105-118	4.0	4.5	-40% of friends speak French at home	5.6	-Continue to end grade 12	satisfactory
Rural Male	English	17.0 yrs.	98-135	4.4	4.6	-40% visited francophone area	5.2	-Undecided -Not needed for career	satisfactory
Urban Female	English	17.0 yrs.	91-136	3.8	4.8	-50% visited francophone area	8.0	-Continue to end grade 12	satisfactory
Urban Male	English	17.0 yrs.	105-147	3.8	4.2	-40% lived in francophone area -50% visited	4.8	-Continue to end grade 12 -Quit if poor grades and not useful	satisfactory
Low Expectations									
Rural Female	English	17.0 yrs.	91-109	3.5	3.1	None	6.0	-Discontinue before end grade 12 -Lack of proficiency -Not useful	so - so
Rural Male	English	17.0 yrs.	102-122	4.1	3.2	-60% visited francophone area -40% French speaking friends	5.2	-Continue to end grade 12	satisfactory
Urban Female	English	17.0 yrs.	90-124	4.2	3.7	-40% lived in francophone area	6.1	-Undecided -Lack of interest -Not useful	so - so
Urban Male	English	17.0 yrs.	104-132	4.2	3.6	-40% visted francophone area	6.3	-Undecided -Lack of proficiency -Not useful	so - so

FIGURE 11

STUDENT PROFILES ACCORDING TO HIGH AND LOW EXPECTATION GROUPS AND GENERAL AND FRENCH ACHIEVEMENT



Student High Expectation Profile

Student Low Expectation Profile

students tended to have a lower achievement average in French than in general achievement. Both achievement levels were higher among the high expectation groups than among those with low expectations.

Question 11

To what extent could differences in expectations among parent profiles be attributed to:

11.1 their child's grade level and sex of parent
11.2 home language
11.3 contact with native French speakers
11.4 study of French
11.5 rating of own (parental) French program
11.6 rating of children's French program?

The same procedure was used as for the student profile group, in that profile statements were drafted for high and low expectation parent groups based on the data available in the profile tables (Appendix G_2).

The profile group of high expectation parents compared with the low expectation group were more likely to be urban anglophone females who claimed to speak and understand some French. They had either lived in or visited francophone areas and had had French-speaking friends. These parents were more likely to have studied French and rated (on a four-point scale of very good to poor) their children's French instruction program slightly better (2.7) than their own (2.9).

In contrast, the low expectation profile group of parents tended to consist of rural male Anglophones. They had fewer contacts with French-speaking people, had lived in or visited French speaking areas less frequently and had no French-speaking friends. Low profile parents generally had not studied French and those who had done so rated their own programs as poor (3.5) and their children's programs as only slightly better (3.3).

Question 12

To what extent could differences in expectations among teacher profile groups be attributed to:

12.1 grade levels taught and sex of teacher
12.2 home language
12.3 contact with native French speakers
12.4 years of teaching experience
12.5 French major
12.6 accredited teacher of French, with the responsibility for summative evaluation at the twelfth grade level
12.7 rating own spoken French
12.8 rating of own (teacher's) French program
12.9 rating of their students' French program?

As with the parent profile group, profile statements were drawn for high and low expectation teacher groups based on the data available in the teacher profile tables (Appendix G_3). It should be noted that grade level taught was not a factor, in that both high and low expectation teacher profile groups contained a scattering of teachers at each grade level.

Teachers belonging to the high expectation profile group were more likely than the low profile group to be rural female Anglophones who had taken a methods class in the teaching of French as a second language but were not accredited French teachers. They were likely to have either lived in or visited a French-speaking area, had French speaking friends, and were experienced in the teaching of French. Their own spoken French was rated satisfactory (1.8) as were their French studies programs (1.9) while their students' programs were seen less favorably (2.2). These teachers generally were not French majors.

Low expectation profile teachers differed from the high expectation group in only two areas. They were more likely to be male and to have a major in French.

Question 13

To what extent could differences in expectations of performance in aural, oral, reading and writing among the three profile groups be attributed to:

13.1 bilingual employment expectations (service to others)
13.2 expectations of English language services to be provided in a French language area in Canada
13.3 expectations of Canadian francophone reaction
13.4 bilingual employment expectations and social adaptability (service to oneself)
13.5 expectations of affective behaviour and commitment
13.6 opinions of the French program?

In response to this question, averages were calculated for each subtest of each profile group. It was found that student, parent and teacher profile groups with the highest expectations tended to score higher on all subtests than did student, parent and teacher low profile groups, and conversely. In a few cases, grade seven rural females with low expectations were separated on subtest six from their counterparts with high expectations by only two or three points.

Summary

High and low expectation student profile groups tended to fall into success and failure patterns. Throughout the grades those students who were succeeding in general studies tended to succeed, in many cases at a higher level, in French. They planned to continue studying French, were generally satisfied with French programs and were the high expectation group throughout the study.

In contrast, the students whose general achievement rate was lower tended to achieve even less in French, were more dissatisfied, planned to discontinue French study and were the low expectation group in the study.

The high expectation, high achieving groups tended to be younger than the low groups in grades seven, eight and nine but this difference disappeared in the three senior grades.

Within the high expectation groups, females tended to be higher achievers than males, more likely to have French language contact, were more satisfied, and also held higher expectations.

On the basis of student profiles, the urban female student with high expectations of French instruction was most likely of the four student groups to show consistent positive achievement, to develop contacts with French speakers, to definitely plan to continue to study French and to find programs satisfactory or very good throughout grades seven to twelve.

There was some indication within the profiles that rural students of French achieved slightly higher success rates than their urban counterparts in the total group. This was counteracted to a large extent by the urban female students within the high expectation group who both succeeded and were motivated to continue.

There appeared to be some lessening of interest in French instruction at the grade eight level and again at grade twelve where earlier "lack of interest" became concern with "lack of proficiency" and questions of "the usefulness of French for a career."

The dominant representation among high expectation parents was female and urban. This fact may have been related to the interest and success of the urban female student. In addition, success of rural students may have been related to the finding that the high expectation teachers were likely to be rural females without highly specialized training or accreditation.

CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS

This chapter presents a summary of the major findings of this study and relates these findings to research in the area of teaching French as a second language. Based on these findings, implications for educators are discussed and recommendations are made for further studies.

These implications evolved from findings related to the major areas of study:

1. Expectations concerning language competencies, interaction with Francophones, and affective behaviour (such as open mindedness, understanding of others) shared- or not-shared by students, parents and teachers involved in French programs.
2. Opinions related to the French program.
3. Expectations and opinions in relation to demographic variables.
4. Profiles of high and low expectation groups.

The conclusions presented in this chapter must remain tentative due to the limitations indicated in chapter one and to the structure of the data gathering instrument. However, trends and patterns extrapolated from the data obtained may have significant implications for Saskatchewan educators involved in programs of French as a second language.

STUDY OVERVIEW

The present study was undertaken to determine and compare the expectations of students, parents and teachers in selected areas: French instruction, anglophone-francophone interaction, opinions about French instruction. To this end, an 84-item questionnaire (Societal Expectations Survey) was developed and administered to three Saskatchewan samples: students of French as a second language in grades 7 to 12 in both rural and urban schools; parents of students of French in grades 7, 9 and 12; teachers of French. The data on returns from 1715 students, 452 parents and 128 teachers were cross-tabulated and subscores for each of the following areas were determined: performance proficiency (aural comprehension, oral expression, reading comprehension, written expression), bilingual employment (service to others), services expected in English (in Canadian French language areas), Canadian francophone reaction (general), Canadian francophone reaction (specific), bilingual employment and social adaptability (service to oneself), affective expectations, and opinions of the French course. Other analyses included one-way and two-way analyses of variance among groups and subtest items, and intercorrelations among groups and items.

A second major part of the study involved the development of group profiles for students, parents and teachers according to highest and lowest expectations on the ten subtests as well as to selected demographic variables. Relationships were then studied among profile groups for expectations, and perceived satisfaction with French instruction programs.

SUMMARY OF MAJOR FINDINGS

This section summarizes the major findings of the study. For detailed analyses of findings the reader is referred to Chapter IV.

Expectations

A summary of mean expectation scores for the study groups of students, parents and teachers on the ten subtests of performance and affective behaviour is presented in Table 49. These data suggest that in general teachers of French held high expectations of student performance and francophone-anglophone interaction. Specifically, teachers held highest expectations for students in the following areas: performance of the four language skills, bilingual career opportunities (service to others), affective behaviour and commitment.

Students, on the other hand, tended to hold lowest expectations of performance involving reading comprehension and written expression. However, for expectation of social adaptability and bilingual career opportunities (service to self), an interesting change in response pattern developed. Here students and teachers were in reversed position with students holding the highest expectations and teachers the lowest.

Parent expectations tended to vary. The three instances where parents were the high expectation group involved questions of services to be provided in English in francophone areas of Canada and reactions (both general and specific) of Francophones to Anglophones. Parents were lowest on expectations of student performance of aural-oral skills.

Opinions of the French Program

Respondents in this study expressed differing opinions of the French instruction programs offered in Saskatchewan schools and the conditions under which French was taught. More than half of each group thought that the study of French was useful as a basis for future study. One quarter of the students but fewer parents and teachers were concerned with high school credit. And, one quarter of the students were concerned

TABLE 49

ADJUSTED MEAN EXPECTATIONS FOR TEN SUBTESTS FOR STUDENTS, PARENTS AND TEACHERS

	Mean Expectation Scores		
	LOW ⟶		HIGH
1. Aural Comprehension	P-2.54	S-2.56	T-2.67
2. Oral Expression	P-2.48	S-2.54	T-2.67
3. Reading Comprehension	S-2.63	P-2.72	T-2.86
4. Written Expression	S-2.43	P-2.53	T-2.55
5. Bil. Career Opportunities (service to others)	S-2.22	P-2.23	T-2.32
6. Services to be provided in English and French language areas of Canada	S-2.58	T-2.78	P-3.14
7. General francophone reaction to the anglophone grade 12 level of performance in French	S-3.09	T-3.23	P-3.27
8. Specific francophone reaction to the anglophone grade 12 level of performance in French	S-3.07	T-3.12	P-3.19
9. Social adaptability and bilingual career opportunities (service to self)	T-2.51	P-2.66	S-2.67
10. Affective behaviour and commitment with respect to interaction with French speaking Canadians	S-2.79	P-2.88	T-2.91

S - Students
P - Parents
T - Teachers

with personal satisfaction as a benefit from French study; however, very few of the teachers considered personal satisfaction a likely outcome of the French program. Less than 10 per cent of any group thought the study of French was a waste of time.

More than half of each group agreed that "to speak more slowly" was the most helpful behaviour a Francophone could show to an anglophone student. Other helpful behaviours were: "use gestures, supply words in French and repeat words." However, these were chosen less frequently than was "speaking more slowly." There was no strong agreement about student participation in French classes. Students, parents and teachers felt that students generally interact in French class willingly even if they do experience some anxiety. Parents and students were more optimistic than teachers that students would retain French proficiency for at least two years.

The small amount of time available for French instruction was considered the biggest source of frustration for large numbers of all groups. In total, 67 per cent of the students, 78 per cent of the parents and 83 per cent of the teachers agreed or strongly agreed with this concern. Ironically, 70 per cent of the students, 50 per cent of the parents and 33 per cent of the teachers thought that expectations for French instruction could be met under existing conditions.

Demographic Variables (grade level, sex, rural urban location)

Grade level of the students was an important factor influencing expectations of student performance and anglophone-francophone interactions. Grade seven students held highest expectations of all grade levels for student performance and for some items of francophone-anglophone interactions. Grade eight students held fewest high expectations of all student groups. Although grade twelves expressed the second largest number of high expectations, none were in the area of student performance. They also held lowest expectations on more items than any other grade group with half of them involving student performance. There was an appreciable increase in low expectation scores between grade eleven students and grade twelve students. Initial high student expectations for performance at the grade seven level decreased in grade eight, showed little change through grades nine, ten and eleven, and decreased appreciably again in grade twelve. The greatest lowering of expectations was in the area of student performance.

In this study, female respondents tended to react more positively to questionnaire items than did males. Female students were three times as likely as males to hold high expectations of student performance and francophone-anglophone interaction. Males exceeded females only in expectations of being served in English in a francophone area, just as parents did. Female students' scores suggested more positive opinions to French instruction programs, greater participation in class as well as greater frustration with lack of time. Future study was more important to females than to males and high school credit was more important to males. More than half of both groups thought that if a French speaker spoke more slowly it would be helpful. More than half of the males and nearly three-quarters of the females thought they could retain French proficiency for two years. Nearly three-quarters of the females and two-thirds of the males were satisfied that their expectations could be met under present conditions.

Differences between rural and urban students were minor. Urban students tended to hold slightly higher expectations in all analyses than did rural students.

Profile Groups

This part of the study selected groups of respondents representing those with high expectations and those with low expectations. Responses from these groups were compared in a number of areas including opinions, demographic variables and biographical data.

On the basis of group profiles drawn for participants in this study, students' high expectations appeared to be correlated with success in the study of French, with greater satisfaction with the French instruction program and with student intentions to continue to study French.

Students who fell into the high expectation group tended to be more successful and more satisfied. They were most likely to be urban females with plans to continue studying French to the end of grade 12. They had had more contact with French speakers. Their responses correlated positively with those of urban female parents.

There was some indication, particularly in grades seven, eight and nine, that rural students achieved slightly greater success in French study than urban students. This finding was tentative, but may have been related to the teacher profile groups which showed that the teachers within the high expectation groups were likely to be rural females who were neither accredited French teachers nor holders of a major in French study. It may have been that high expectation teachers did not perceive the difficulties involved in the acquisition of a second language. However, this study did not attempt to assess the influence of expectations on performance and therefore did not draw any conclusions in that regard.

All groups except low expectation parents chose "lack of time" as the greatest frustration in learning French. High expectation students felt their expectations for the French program could be realized under present conditions, while a large majority of both groups of parents and teachers thought that their expectations could not be met.

RELATIONSHIP OF FINDINGS TO EXISTING LITERATURE

The results of the present study generally support findings reported in earlier literature with respect to the differences in expectation among students, parents and teachers and to the lowering of student expectations of performance proficiency by grade level. In addition, similarities with earlier studies were found among comparisons between male-female expectations, anglophone perception of bilingualism, as well as awareness of the time factor in second language acquisition.

The results of this study with respect to expectations of student performance in French tend to support statements presented by Jakobovits.[1] He stated that ideas of what it is to "know" a language differ among students, parents and teachers and therefore lead to differing expectations. In the present study, expectations of all three groups, students, parents and teachers, tended to vary to a considerable degree. The implication of this difference will be discussed later in this chapter.

The finding that student expectations of performance in French diminished by grade level reflects data reported in the study of Brookover,

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[1] L. Jakobovits, Foreign Language Learning (Rowley, Mass.: Newbury House, 1970), p. 75.

Erickson and Joiner.[2] It appears that maturation of the students may prompt them to become more realistic in their perceptions with respect to their own abilities or their evaluation of the difficulty of the goal. However, Gardner and Smythe,[3] who studied students' perception of their immediate proficiency in speaking French, noted the high scores for grade seven students, a lowering of response for grades eight, nine and ten, but an upsurge for grade eleven. The present study found a similar pattern for expectation of French competency at the end of the program. However, student expectation dropped noticeably from grade eleven to grade twelve, suggesting a realistic assessment of competence among grade twelve students. Unfortunately, Gardner reports no data for grade twelve students; hence a complete comparison cannot be made between these studies.

In agreement with Singh's[4] study, the present research found strong correlations for females between expectation for competency in French and achievement in French. These data reflect a condition reported in Johnstone's[5] study: the greater degree of commitment to bilingualism of females over males.

There is also a similarity between the present study and

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[2] W. Brookover, E. Erickson, and L. Joiner, "Educational Aspirations and Educational Plans in Relation to Academic Achievement and Socio-economic Status," School Review, 75 (1967), 392-400.

[3] R. Gardner, and P. Smythe, "The Integrative Motive in Second Language Education," Bilingualism, Biculturalism and Education, ed. S. T. Carey (University of Alberta Press, 1974), pp. 31-45.

[4] A. Singh, "Self-Concept of Ability Theory and Learning of French as a Second Language: Some Empirical Findings," (Paper presented at the Learned Societies' Meeting, Edmonton, Alberta, June, 1975).

[5] J. C. Johnstone, Young People's Images of Canadian Society (Ottawa: Queen's Printer, 1969), p. 56.

Johnstone's study in data reported about perceptions of Anglophones to bilingualism. Johnstone[6] found that the concept of bilingualism was perceived favorably by both Anglophones and Francophones when bilingualism was viewed as a vague ideal, as a general objective for Canadians. However, when the concept of bilingualism was viewed as personal commitment to achieve occupational advancement, then anglophone response was noticeably less favorable than was that of Francophones. Similarly, data reported in the present study noted that anglophone respondents did not generally expect to be employed in positions which require bilingual competency. This generalization must be tempered with the caution provided by Breton[7] who noted that a large number of students have not made any decisions whatever about employment by the end of grade twelve.

At the same time, data from the present study, which report anglophone expectation for personal proficiency in French in employment situations provide contradictory evidence. Students tended to respond positively to global statements with respect to bilingual employment, statements which were more self-serving in nature. It seems that students may have perceived the need for greater communicative competence as opposed to linguistic competence. Indeed, studies by Mareschal,[8] Rebuffo,[9]

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[6] Ibid., p. 56.

[7] R. Breton, J. McDonald, and S. Richer, Social and Academic Factors in the Career Decisions of Canadian Youth (Ottawa: Information Canada, 1972), pp. 17-18.

[8] R. Mareschal, "Normes Linguistiques: Détermination, Description, Contenu , Utlilité," Canadian Modern Language Review, 33, 5 (May, 1977), 620.

[9] J. Rebuffo, "Le Dilemme du Professeur de Langue," Canadian Modern Language Review, 34, 1 (October, 1977), 12.

Savard[10] and Nivette[11] have indicated that the acquisition of language skills does not necessarily permit the student to develop communicative competence. Students in the present survey may have been reflecting their lack of confidence in their communicative competence.

Data from the present study suggest that Anglophones expect reciprocal accommodative behaviour in French language areas from Francophones. Generally, Anglophones held a positive image of Francophones. They expected the following assistance from Francophones: acceptance of slower or substandard speech in French, friendliness, patience. These findings support Hoffman's[12] model of second language fluency. Nevertheless the generally held expectation by Anglophones of receiving services in English in a francophone Canadian area may be linked to the findings of Johnstone[13]: it was Francophones primarily who assumed the burden of speaking English in interlanguage contact.

Nogue's[14] study of expectations of parents in a bilingual school setting provides a contrast with data reported in the present study.

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[10] J. G. Savard, "Besoins Langagiers et Fonctions Langagières," Canadian Modern Language Review, 33, 5 (May, 1977), 632-646.

[11] J. Nivette, "L'Enseignement d'une Langue Seconde à des Cadres: Une Expérience Belge," Canadian Modern Language Review, 33, 5 (May, 1977), 664-665.

[12] T. R. Hoffman, "Levels of Competence in Oral Communication," Working Papers on Bilingualism, No. 4 (Toronto: Ontario Institute for Studies in Education, 1974), p. 1.

[13] Johnstone, op. cit.

[14] A. Nogue, "Parent Expectations With Respect to Bilingual Schools," (Unpublished M.Ed. thesis, University of Alberta, Edmonton, Alberta, 1973).

Nogue found that parents of students in a bilingual school held generally utilitarian expectations of the school programs, while the present study found that utilitarian expectations did not appear to be a major concern. Rather, students and parents generally saw the acquisition of a second language as a source of personal satisfaction and a means to social interaction.

One of the greatest concerns among respondents in the present study was that of the amount of time devoted to the study of French. All groups noted the time factor as the chief source of frustration. Surprisingly, even though students strongly agreed that lack of time was a major problem, over two-thirds of the students reported that they would be able to realize their expectations of the French course under these conditions. However, a large majority of the teachers and almost half of the parents did not think that their expectations could be realized. In examining this problem, the following studies note that time allotments are basic to achievement in second language learning: Report of the Ministerial Committee on the Teaching of French,[15] Petherbridge,[16] Gardner and Smythe.[17] They suggest that expectations for French language programs should be closely related to the amount of time allotted to them.

The role played by self-perceptions in relation to expectations of performance (Brookover, Thomas and Patterson,[18] Rohr and Ayers,[19] and so forth) is not evidenced by the data. It may only be said that for profile students, the high expectation group had a higher average in French than in general achievement and that the low expectation group had a lower average in French than in general achievement. No causal relationship may be construed from the above finding since, like the chicken and the egg, it is not known whether high expectations are the product of high achievement or high achievement the result of high expectations.

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[15] Report of the Ministerial Committee on the Teaching of French (Toronto, Ont.: Ministry of Education).

[16] D. Petherbridge, "Tokenism in Alberta Elementary Schools," Bilingualism, Biculturalism and Education, ed. S. T. Carey (University of Alberta Press, 1974), pp. 209-215.

[17] R. C. Gardner and P. Smythe, op. cit.

No definite conclusions may be drawn from the present study with respect to the influence of parent or teacher expectations on student achievement. Although expectations of parents and students were more closely aligned for performance in aural-oral skills and reading comprehension, parent and teacher expectations were more similar for written expression. These results reflect the same ambiguity as did those of earlier studies (Korman,[20] Rosenthal and Jacobson[21] and so forth as opposed to José and Cody,[22] and Mendel and Flanders[23]).

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[18] W. Brookover, S. Thomas, and A. Patterson, "Self-Concept of Ability and School Achievement," Sociology of Education, 37 (1963-64), 271-279.

[19] M. E. Rohr, and J. B. Ayers, "Relationship of Student Grade Expectations, Selelected Characteristics, and Academic Performance," The Journal of Experimental Education, 41, 3 (1973), 58-62.

[20] A. Korman, "Expectancies as Determinants of Performance," Journal of Applied Psychology, 55 (1971), 218.

[21] R. Rosenthal, and L. Jacobson, Pygmalion in the Classroom (New York: Holt, Rinehart and Winston, 1968).

[22] J. Jose, and J. Cody, "Teacher-pupil Interaction as it Relates to Attempted Changes in Teacher Expectancy of Academic Ability and Achievement," American Educational Research Journal, 1 (1971), 39-49.

[23] G. Mendel, and J. Flanders, "Teachers' Expectations and Pupil Performance," American Educational Research Journal, 10 (1973), 203-212.

The preceding discussion has presented the findings of this study in relation to those reported in earlier literature. General similarities were found in the areas dealing with differences in expectations among students, parents and teachers and to the lowering of student expectation of proficiency in performance by grade level. Further, similarities with earlier studies were found among comparisons between male-female expectations, anglophone perception of bilingualism as well as awareness of the time factor in second language learning.

IMPLICATIONS FOR FRENCH LANGUAGE EDUCATION

The findings drawn from this study and supported by the related research have implications for French language education in Saskatchewan. These implications are presented under two headings: teaching and program planning.

Teaching

The results of this study appear to indicate that teachers (and in some areas, parents) tend to have higher expectations of student performance in using French in everyday situations than do the students themselves. This discrepancy may imply that there is a need for students to have more opportunity to apply the French they already know to daily French language life, for example chatting with a Francophone such as an Interprovincial Second Language Monitor.

There may also be a further implication that other types of language practice are required, such as daily reading and discussion of current French language newspapers. In addition, the use of a medium such as French language television might also help to provide a supportive milieu outside of the classroom situation. In Saskatchewan only very limited French language television was available at the time of the study.

The results may also suggest that classroom participation should be expanded so that individuals are afforded more opportunities for speaking and listening. To have a greater amount of student-teacher interaction implies an increase of the time allotment for the teaching of French and/or a smaller pupil-teacher ratio. Alternative programs, such as using French as the medium of instruction in teaching another subject, may be the means to provide such opportunities.

Program Planning

There are indications in the present study that expectations of services in the official languages extend beyond those provided by the Federal Public Service sector, but that the expectations of quality of language spoken is not necessarily high. If the largely anglophone population of students, parents and teachers surveyed is not unduly concerned about the quality of English spoken to them in a Canadian francophone area, then it may be that francophone Canadians are willing to accept a somewhat less than perfect French spoken by an anglophone student.

There may also be the possibility that teachers of French, who are themselves a largely self-selected and generally enthusiastic group, are by their own strong motivation unwittingly contributing to an excessive degree of expectation of proficiency. Parents too may also have been lead to excessive expectations by the recent pressures with respect to the official languages. There can be perhaps some area of teacher training and public information service which involves some guidance toward realistic standards and that something of this may also be conveyed to parents.

CONCLUDING STATEMENT

The results of this study with respect to expectations of student performance at the end of the grade 12 French course tend to support those found in existing literature. Jakobovits,[24] Stern[25] and Halpern[26] stated the need to systematically match expectations with resources and program.

If expectations are to be met, programs will have to be developed which clearly define goals and means by which expectations may be achieved. Conversely, if neither programs nor resources are available to permit the realization of expectations, then societal expectations will have to be modified.

SUGGESTIONS FOR FURTHER STUDY

Given Canada's needs in terms of the two official languages, much remains to be done in ascertaining more specifically what levels of language skills are to be considered as goals, not only as part of the French program at school, but also in relation to bilingual employment. Further studies should be carried out to determine what means, in terms of teaching-learning conditions, are required to meet these expectations. The role of the interaction and language accommodation of the native speaker with the non-native speaker is equally an area that deserves some additional investigation. A similar survey of Canadian francophone expectations of English (as a second language) programs, and of anglophone Canadian reaction might also prove fruitful. For languages other than the official languages, this may also serve as a worthy enterprise. Some specific studies might be:

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[24] L. Jakobovits, op. cit., p. 75.

[25] H. H. Stern, "The Ottawa-Carleton French Project: Issues, Conclusions, and Policy Implications," Canadian Modern Language Review, 33, 2 (November, 1976), 219.

[26] G. Halpern, G. L. MacNab, D. M. Kirkby, T. T. Tuong, et al., Alternative School Programs for French Language Learning (Toronto, Ont.: Ministry of Education, 1976), p. 39.

1. A correlational study in which student expectations in areas of aural comprehension, oral expression, reading comprehension and written expression are specifically related to performance in these four areas. Such a study would permit a clearer understanding of the degree of expectation that can realistically be attained.

2. A longitudinal study might explore the relationship between expectations of proficiency and actual French achievement with the same group of students over the grade 7 to 12 French program.

3. Small scale studies might be conducted with respect to the influence of French language contact on expectations of performance in a number of settings, for example: students of different age levels who spend ten days visiting in a francophone area, or for post grade 12 students who participate in federally supported summer immersion programs. Similarly, the effect of the type of language contact offered by the Interprovincial Second Language Monitor Program might be explored. Such studies might reveal if contact with native speakers raises or lowers expectations of French proficiency and under what circumstances. It may further provide insight into the complex question of reciprocal accommodative behaviours on the part of native speakers with non-native speakers. In

addition, these studies could develop coping strategies for interlanguage contact situations.

4. Studies might also be undertaken with a view to exploring the relationship between expectations and the time factor in language learning, for example: semestered schools vs non-semestered schools, or spacing of one eighty minute period a day as two separated forty minute periods a day, or multiple immersion semestering where a student might carry through a four year program of French in a two year period.

5. Studies might also be carried out by various agencies to determine more specifically what second language needs are required for employment not only at the federal level, but in provincial areas (such as tourism) and in the private sector. This research might also reveal what quality of second language is expected by the public. The results of such studies would be of value to second language students, their parents, teachers and guidance counsellors.

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APPENDICES

APPENDIX A

ANALYSIS OF PRELIMINARY OPEN-ENDED QUESTIONNAIRE

TABLE 50

NUMBER OF STUDENTS BY GRADE BY SCHOOL

Number of Students Grade	School A	School B	School C	School D	Total
VII	109	23	--	--	132
VIII	59	--	--	--	59
IX	20	--	--	--	20
X	--	--	92	36	128
XI	--	--	52	29	81
XII	--	--	--	20	20
Total Number of Students					440

Summary: School A, Grade VII

In response to question one, 52 of 109 respondents expected to speak French quite well or fluently by the end of grade 12. Order of expected ability as assessed by the number of times a particular category or topic was mentioned in the free responses appeared to be:

speaking 63
reading 22
understanding 21
writing 17*

Extrinsic motivation priority: travel 36
jobs 27
academic credits 15

Intrinsic motivation priority: friendship 8
pleasure 7
bilingual country 3

Summary: School B, Grade VII

In response to question one, 20 of the 23 respondents expected to speak French quite well or fluently by the end of grade 12. The order of expected ability as assessed by the number of times a particular category or topic was mentioned in the free responses appeared to be:

speaking 20
understanding 15
reading 1

---

*The figures may total to more than that of the 109 subjects involved, since some students mentioned more than one category.

Extrinsic motivation priority:	travel	4
	jobs	4
Intrinsic motivation priority:	friendship	3
	French plays	1

Summary: School A, Grade VIII

In response to question one, 33 of the 59 respondents expected to speak French quite well or fluently by the end of grade 12. The order of expected ability as assessed by the number of times a particular category or topic was mentioned in the free responses appeared to be:

speaking	28
understanding	13
writing	4
reading	1

Extrinsic motivation priority:	travel	22
	jobs	19
	academic credit	10
Intrinsic motivation priority:	friendship	4
	bilingual country	2
	pleasure	1

Summary: School A, Grade IX

In response to question one, 15 of the 20 respondents expected to speak French quite well or fluently by the end of grade 12. However four of the fifteen expressed doubt that such would be the case. Order of expected ability as assessed by the number of times a particular category or topic received mention in the free responses appeared to be:

speaking 13
reading 2
writing 2
understanding 2

Extrinsic motivation priority: travel 6
jobs 4
academic credit 2

Intrinsic motivation priority: pleasure 1

Summary: School C, Grade X (French 10)

In response to the first question, 40 of the 70 student respondents expected to be able to speak French quite well or fluently by the end of grade 12. Order of expected ability as assessed by the number of times a particular category or topic received mention in the free responses appeared to be:

speaking 51
understanding 45
writing 22
reading 22

Extrinsic motivation priority: travel 7
academic credit 1

Intrinsic motivation priority: films and television 5

Summary: School C, Grade X (French 11)

In response to question one, 17 of the 22 respondents expected to be able to speak French quite well or fluently by the end of grade 12. Order of expected ability as assessed by the number of times a particular category or topic was mentioned in the free responses appeared to be:

speaking 17
writing 6
reading 3
understanding 3

Extrinsic motivation priority: travel 4
Intrinsic motivation priority: films 1
novels 1

Summary: School D, Grade X

In response to question one, 16 of 36 student respondents expected to speak French quite well or fluently by the end of grade 12. The order of expected ability as assessed by the number of times a particular category or topic was mentioned in the free responses appeared to be:

speaking 30
understanding 11
reading 4
writing 4

Extrinsic motivation priority: travel 5
jobs 4
academic credit 3
Intrinsic motivation priority: friendship 1

Summary: School C, Grade XI (French 20)

In response to question one, 21 of the 28 respondents expected to speak French quite well or fluently by the end of grade

12. Of the 21, six respondents expected "fluency". Order of expected fluency as assessed by the number of times a particular category or topic was mentioned in the free responses appeared to be:

speaking	21
writing	17
understanding	9
reading	6

Extrinsic motivation priority: academic credit 1

Intrinsic motivation priority: reading pleasure 2

Summary: School C, Grade XI (French 21)

In response to question one, 19 of the 24 respondents expected to be able to speak French quite well or fluently by the end of grade 12. Of the 19 only three respondents expected to be fluent. The order of expected ability as assessed by the number of times a particular category or topic received mention in the free responses appeared to be:

speaking	15
reading	9
writing	7
understanding	3

Extrinsic motivation priority:	travel	2
	academic credit	1
Intrinsic motivation priority:	television	3
	reading books and newspapers	1

Summary: School D, Grade XI

In response to question one, 13 of the 29 respondents expected to speak French quite well or fluently by the end of grade 12. However of the 13, only one respondent indicated expected "fluency" and added the qualifier "with further study". The order of expected ability as assessed by the number of times a particular category or topic received mention in the free responses appeared to be:

speaking 17
writing 5
understanding 4

Extrinsic motivation priority:	travel 7
	jobs 1
	academic credit 2
Intrinsic motivation priority:	none

Summary: School D, Grade XII

In response to question one, only one student respondent expected to speak French quite well by the end of grade 12 and only one expected fluency. Nineteen respondents expected to be able to handle only very limited situations, "nothing in detail with confidence". Three respondents expressed frustration and disappointment. The order of expected ability as assessed by the number of times a particular category or topic received mention in the free responses appeared to be:

speaking 13
understanding 4
reading 3

writing 1

Extrinsic motivation priority: travel 3
academic credit 1

Intrinsic motivation priority: friendship 1

Number of Teachers of French: 30

Thirty teachers of French responded to the open-ended questionnaire. The subjects were students in a Summer School Class in the Faculty of Education, Edmonton. In response to question one, 25 of the 30 respondents expected the student to speak French quite well or fluently by the end of grade 12. Teachers with more than five years experience in the teaching of French did not mention fluency. The order of expected ability as assessed by the number of times a particular category or topic was mentioned in the free responses appeared to be:

speaking 27
understanding 12
reading 11
writing 10
cultural aspects 2

No mention was made of possible student extrinsic or intrinsic motivations.

Number of Adults: 21

Twenty-one adults responded to the open-ended questionnaire. The subjects were chosen randomly and ranged in occupation from secretarial positions to lawyers.

In response to question one, seven of the 21 respondents expected the student to speak French quite well or fluently by the end of grade 12.

The order of expected ability as assessed by the number of times a particular category or topic was mentioned in the free responses appeared to be:

speaking	15
understanding	8
reading	8
writing	1

Extrinsic motivation priority:	travel	7
	basis for future	3
	academic credit	1
	business	1
	emergency	1
	translation	1
Intrinsic motivation priority:	attitude and culture	1

General Summary for All Grades of Analysis of Student, Teacher and Adult Responses to Question Two

Responses varied somewhat between groups and grade levels but the dominant themes were the following:

1. A large number (over half) of the respondents expected some form of special treatment or help for Grade 12 students communicating with French language speakers. Many (about 35% to 40%) appeared to be making definite reference to receiving help in expressing themselves in the French language itself. Suggestions

for the type of help necessary to achieve communication included: gestures, slower speech, simple words and the desire to have the French-speaker use some English. Some respondents (about 10%) envisioned a form of teaching process to be provided by the French-speaker (i.e. French-speaker would correct student errors in the language).

2. Some respondents (approximately 10%) expected that French-speakers would evidence pleasure, gratitude or appreciation of an English language speaker's attempt to speak French, while others (less that 5%) expected that French-speakers would be irritated, or lose patience with the English-speaker's performance in French. A few respondents (about 5%) expected that French-speakers would be amused at the anglophone level of performance in French.

3. Some students (approximately 5%) expected some form of reciprocal behaviour. This was expressed in several ways:

(a) The anglophone student expected help in expressing himself in French and would be willing to help a non-native speaker of English in learning English.

(b) The anglophone student expected to try to speak French and expected the French language speaker to try to understand him in French.

(c) The anglophone student expected to try to speak French but expected the French language speaker to try to speak English.

4. Some respondents (less that 5%) expected that the francophone reaction would depend on the individual personality.

while some (less that 5%) expected "no reaction". A few respondents (less that 5%) expected that French language Canadians would not treat them differently from any other Canadian, although some added the qualifier "provided that the student could speak French well enough".

5. The responses of teachers of French and adult-non-teachers of French did not vary significantly from those of the students.

6. Some responses from all three groups commented on the learning processes. This was particularly true of the senior grade levels. The comments, although few in number (less that 5%) appeared to indicate some disappointment with the realization of student expectations and the conditions in which students were learning French.

The detailed breakdown by group (student, teacher, adult) and by grade, school and sex (where available) is presented below:

School A, Grade VII

In response to question two, the following broad categories were mentioned:

Help	67
Help with language	36
French speakers will teach them	11
Appreciation	21
Irritated with anglophone French	16

Reciprocal aid	12
Depend on individual	13
Others	29
Total	205

School B, Grade VII

In response to question two, the following broad categories were mentioned:

	Males	Females
Reciprocal aid	5	6
Friendly	3	2
Would teach each other the language	2	2
Other	2	2
Total	12	12

(Student would try to converse in French so that he wouldn't feel alien or left out)

School A, Grade VIII

In response to question two, the following broad categories were mentioned:

Expect help	36
Help in language	24
Reciprocal aid	7
French-speakers will teach them French	5
Amusement	11

Depends on individual	7
Would not be treated differently	8 (2 of 8 say, except for the language)
Others	10
Total	98

School A, Grade IX

In response to question two, the following broad categories were mentioned:

Help	13
Help specifically in language	12
Amusement	7
Irritation with level of French	4
Others	6
Total	42

School C, Grade X (French 10)

In response to question two, the following broad categories were mentioned:

	Males	Females
Helpful, sympathetic	-	7
Help in language	2	-
No reaction	9	5
Confused	3	5
Accept student for trying	5	7

Amusement	4	4
Total	23	28

School C, Grade X (French 11)

In response to question two, the following broad categories were mentioned:

	Males	Females
Helpful	2	1
Amused	2	2
No reaction	4	6
Other	2	2
Total	10	11

School D, Grade X

In response to question two, the following broad categories were mentioned:

	Males	Females
Helpful, patient	7	14
Help in language	-	4
No reaction	4	3
Amusement	2	4
Others	4	11
Total	17	36

School C, Grade XI (French 20)

In response to question two, the following broad categories were mentioned:

	Males	Females
Helpful, realize language difficulties	6	5
No reaction	1	5
Others	4	2
Total	11	12

School C, Grade XI (French 21)

In response to question two, the following broad categories were mentioned:

	Males	Females
Helpful, sympathetic	5	7
Amused	3	-
No reaction	2	3
Confused	-	1
Other	-	-
Total	10	11

School D, Grade XI

In response to question two, the following broad categories were mentioned:

	Males	Females
Helpful	2	10
Appreciation	-	3
Amusement	1	3
No reaction	-	4
Other	4	6
Total	7	26

School D, Grade XII

In response to question two, the following broad categories were mentioned:

	Males	Females
Helpful, patient	2	5
Help in language	2	3
Appreciation	3	3
Amusement	3	3
Disappointment in anglophone level of French	1	4
Other	12	9
Total	23	27

Teachers

In response to question two, the following broad categories were mentioned:

Helpful, understanding	11
Helpful with language	8
Appreciation, pleased	11

Annoyed, hostile	2
Others	5
Total	37

Adults-Non-Teachers of French

In response to question two, the following broad categories were mentioned:

Helpful, patient	8
Helpful in learning language	10
Appreciative, pleased	6
Would speak English	2
Others	7
Total	33

APPENDIX B_1

FORM A FOR STUDENTS

FOR YOUR INFORMATION

It is our hope that the Societal Expectation Survey, in which you will be participating, will contribute to the body of knowledge on expectations held by people in Canada today. It is very important, therefore, that you answer each question as honestly and carefully as you can.

You should be able to complete the questionnaire in 30 to 40 minutes.

Please accept our thanks in advance for your co-operation in this project.

SOCIETAL EXPECTATIONS SURVEY

General Directions

In order to complete the questionnaire you will require this question booklet, and ANSWER SHEET, and an HB pencil. All questions are to be answered on the ANSWER SHEET provided. If you wish to change an answer, make sure that you erase your first mark completely.

The reporting of the results will be anonymous.

PART I

Questions 1 to 33 are statements about what some people expect, and some people do not expect. There are no right or wrong answers since people expect different things. What people *expect* with respect to a given situation is not always the same as what they would *like*. Please indicate on the answer sheet what you *expect* about each statement by making a heavy black mark to fill the space between the lines under the letter from the following scale which best describes your expectations.

a. not at all
b. a little
c. quite well
d. very well

EXAMPLE

I expect to be able to water-ski by the end of the summer.

(If you expected to water-ski quite well by the end of the summer, you would blacken the space under *c* on your answer sheet. Look at the EXAMPLE below and you will see that the letter *c* has been underlined.)

a	b	c	d	e
=	=	▌	=	=

Please answer items 1 to 33 in this way.

The items are independent, though they are grouped to make answering them easier for you. There is *no* pattern of expected difficulty within a particular group.

a. not at all

b. a little

c. quite well

d. very well

SECTION I

1. At the end of my French language course in Grade 12, I would expect to be able to understand

    1. a simple request in French for directions from a tourist visiting our city.
    2. the news on the radio given in French.
    3. the news on the television if given in French.
    4. the weather report on French language television.
    5. the hockey broadcast on French language television.
    6. an everyday conversation in French.
    7. a store clerk telling me the price of an article in French.
    8. a French language movie or television program.

2. By the end of my Grade 12 French course, I would expect to be able to

    9. give directions in French to a French-speaking tourist.
    10. discuss the news in French.
    11. talk to a French-speaking person about the weather in French.
    12. order a meal in French in a restaurant.
    13. carry on an everyday conversation in French.
    14. discuss with a store clerk the price, color, size of an article in French.
    15. take part in a French language play.

3. When I have finished my Grade 12 French course, I would expect to be able to

    16. read and understand major French language signs such as: road signs, gas stations, drug stores, record shops, food and clothing stores, etc.
    17. read and understand the headlines in a French language newspaper.
    18. read and understand an article in a French language newspaper or magazine.
    19. read and understand the comic strips in a French language newspaper.
    20. read and understand the advertisements in a French language newspaper.
    21. read and enjoy a paper back novel in French.
    22. read a French language menu.

a. not at all

b. a little

c. quite well

d. very well

4. After completing my Grade 12 French course, I would expect to be able to

   23. write a simple letter in French to a French-speaking friend.
   24. fill out an application form for a job in French.
   25. write a letter of application for a job in French.
   26. write an acceptable composition in French about some topic of interest to me.
   27. draft a report in French for the media about school activities.

5. I would expect that my ability to use the French language after Grade 12 French would be such that

   28. I could work in a job where I could serve the public in French as a store or hotel clerk, a gas station attendant, waitress, etc.
   29. I could give and receive or relay messages in French as a receptionist, telegraph operator or telephone operator.
   30. I could work in both French and English as an information officer or guide for tourists.
   31. I could teach a beginner's class in French.
   32. I could make public announcements in French (example: announcing arrivals and departures, sport scores, etc.)
   33. I could type letters in French on a bilingual typewriter if someone else drafted the letter for me.

SECTION II

The statements in questions 34 to 78 are ones which you may expect to occur "never," "seldom," "frequently," or "most of the time." There are no right or wrong answers since people have different opinions. Please indicate on the answer sheet your reaction to each statement by making a heavy black mark to fill the space between the pair of lines under the letter from the following scale which best describes your expectations.

a. never
b. seldom
c. frequently
d. most of the time

Please answer items 34 to 78 in this way. The items are grouped to help you answer them. There is no pattern of expected difficulty within a particular group.

6. If I were visiting a French-speaking area in Canada, I would expect to be able to

34. watch English language television or listen to English language radio stations.
35. get service in English when I buy train or plane tickets.
36. have telephone operators serve me in English.
37. have receptionists in provincial government offices (examples: Motor or Tourist Association, Department of Education) serve me in English.
38. be served in English at the post office.
39. have people who serve me speak English well.
40. have public information booklets, application forms, etc. from federal government offices written in English.
41. to be served in English even if it is barely understandable.
42. have waitresses and taxi drivers speak to me in English.

a. never

b. seldom

c. frequently

d. most of the time

7. If I visit a French-speaking area in Canada after completing my Grade 12 French, I would expect that French-speaking Canadians would

43. not be much different from myself except for the language.
44. be pleased that I could speak some French.
45. understand me better when I speak French than people in France would.
46. be able to speak to me in English.
47. laugh at my French.
48. respect or appreciate me more if I could speak their language.
49. refuse to speak to me in English.
50. smile and act friendly.
51. ignore me or walk away.
52. treat me like anyone else if I could speak French very well.
53. treat me rudely and impatiently.

8. If I were visiting a French-speaking part of Canada after completing my Grade 12 French course, I would expect that

54. I would try my best to speak French to French language Canadians if they would try their best to understand me.
55. I would try to speak French to French-speaking Canadians and they would try to speak English to me.
56. I would try to speak French to French-speaking Canadians because they would feel more comfortable in their own language.
57. I would try to speak French to French-speaking Canadians so that I wouldn't feel strange or alien or left out.
58. French language Canadians would speak to me in French but a little more slowly.
59. French language Canadians would try to help me to understand in French by gesturing.
60. French language Canadians would try to help me to understand in French by repeating words.
61. French language Canadians would try to help me to understand in French by supplying words.
62. French-speaking Canadians would try to help me understand by using English.
63. French-speaking Canadians would try to help me improve my French by correcting me.

a. never

b. seldom

c. frequently

d. most of the time

64. French-speaking Canadians would try to help me with my French willingly as I would help them out with their English.
65. French-speaking Canadians would be patient and tolerant of my limited French.

9. After Grade 12 French, I think that my abilities in French would permit me

66. wider job opportunities.
67. to accept a job that would require me to be bilingual in English and French, for example: a translator, interpreter, media interviewer, etc.
68. to handle travel requirements in French for example: getting a room in a hotel, ordering meals, buying tickets.
69. to handle telephone inquiries in French for my employer, if people didn't speak too quickly and if they accepted my limited abilities in French.
70. to work at a job equally well in English or in French.
71. to interact freely with French-speaking people in a social situation, for example: parties, dances, etc.

10. After finishing my Grade 12 French course, I would expect to

72. be able to listen patiently to and help out French language Canadians who do not speak English well.
73. feel comfortable in using my French in a public service situation, for example: store or hotel clerk, receptionist, information officer, etc.
74. be able to listen patiently to and help out any Canadian who does not speak English well.
75. have a greater understanding and sympathy for any Canadian who speaks a language other than English.
76. live in a French language area in order to maintain a good standard of spoken French.
77. feel comfortable in using my French in a social situation, for example: dinner invitations, club meetings, sports events, etc.
78. to have a greater understanding and sympathy for French-speaking Canadians.

SECTION III

In the statements 79 to 84 please put a heavy black mark to fill the space between the pair of lines under the letter which best expresses your opinion.

11. 79. If I find that my expectations of the French program are unfulfilled by the end of Grade 12, then I think that learning French has

    a. given me personal satisfaction.
    b. given me a basis for future study in the language.
    c. at least given me high school credit.
    d. been a total waste of time.

80. If I were speaking with a French language Canadian the most helpful thing he/she could do to help me understand French would be to

    a. supply other words in French.
    b. repeat words.
    c. use gestures.
    d. speak more slowly.

81. How would you rate your participation in the French class?

    a. like to participate often and feel free to do so.
    b. feel a little nervous and unsure.
    c. worry about being called on.
    d. don't participate unless I have to.

82. After finishing my Grade 12 French course, I would expect to be able to retain my Grade 12 proficiency in French for a period of at least 2 years.

    a. strongly agree.
    b. agree.
    c. disagree.
    d. strongly disagree.

83. The biggest frustration in learning French is the small amount of time we spend in learning it. We just start to get the "hang" of it and then the course is over.

    a. strongly agree.
    b. agree.
    c. disagree.
    d. strongly disagree.

84. I believe that my expectations of my competency at the end of Grade 12 can be realized under the present conditions of the French program.

- a. strongly agree.
- b. agree.
- c. disagree.
- d. strongly disagree.

PART II

Items 85 to 98 ask questions about you personally. Please put a heavy black mark to fill the space under the letter which best corresponds to your reply.

85. Which language(s) does your father speak?

a. English only.
b. English and Chinese.
c. English and Cree.
d. English and French.
e. English and German.
f. English and Norwegian.
g. English and Polish.
h. English and Russian.
i. English and Ukrainian.
j. English and other (not listed).

86. Which language did your father learn first as a child?

a. English.
b. Chinese.
c. Cree.
d. French.
e. German.
f. Norwegian.
g. Polish.
h. Russian.
i. Ukrainian.
j. Other (not listed).

87. Which language(s) does your mother speak?

a. English only.
b. English and Chinese.
c. English and Cree.
d. English and French.
e. English and German.
f. English and Norwegian.
g. English and Polish.
h. English and Russian.
i. English and Ukrainian.
j. English and other (not listed).

88. Which language did your mother learn first as a child?

a. English.
b. Chinese.
c. Cree.
d. French.
e. German.
f. Norwegian.
g. Polish.
h. Russian.
i. Ukrainian.
j. Other (not listed).

89. Which language(s) do you understand?

a. English only.
b. English and Chinese.
c. English and Cree.
d. English and French.
e. English and German.
f. English and Norwegian.
g. English and Polish.
h. English and Russian.
i. English and Ukrainian.
j. English and other (not listed).

90. Which language(s) do you speak?

a. English only.
b. English and Chinese.
c. English and Cree.
d. English and French.
e. English and German.
f. English and Norwegian.
g. English and Polish.
h. English and Russian.
i. English and Ukrainian.
j. English and other (not listed).

91. Which language is most frequently spoken in your home?

a. English.
b. Chinese.
c. Cree.
d. French.
e. German.
f. Norwegian.
g. Polish.
h. Russian.
i. Ukrainian.
j. Other (not listed).

92. Have you ever lived in a French-speaking area?

    a. Yes.
    b. No.

93. How long have you studied the French language in school? (Consider the present school year as already completed)

    a. one year.
    b. two years.
    c. three years.
    d. four years.
    e. five years.
    f. six years.
    g. seven years.
    h. eight years.
    i. nine years.
    j. more than nine years.

94. Are you planning to continue studying French to the end of the Grade 12 course?

    a. Yes.
    b. No.

95. If you are not continuing French to the end of Grade 12, why not?

    a. poor grades.
    b. lack of interest.
    c. don't need it for career or job.
    d. disappointed with expected level of proficiency.

96. Do you have close friends who speak French at home?

    a. Yes.
    b. No.

97. Have you ever been on a visit to a French-speaking area? (student exchange, class or family visit)

    a. Yes.
    b. No.

98. How would you rate your French program in general?

    a. very good.
    b. satisfactory.
    c. just so-so.
    d. poor.

APPENDIX B_2

FORM B FOR TEACHERS

FOR YOUR INFORMATION

It is our hope that the Societal Expectations Survey, in which you will be participating, will contribute to the body of knowledge on expectations held by people in Canada today. It is very important, therefore, that you answer each question as honestly and carefully as you can.

Please do not write your name on the questionnaire. You can thus be assured that your answers will remain anonymous in the reporting of the results. You should be able to complete this questionnaire in 30 - 40 minutes.

We would appreciate the early return of this questionnaire by December 10, 1973. A stamped self-addressed envelope has been provided for this purpose.

Please accept our thanks in advance for your co-operation in this project.

PART I

Questions 1 to 33 are statements about what some people expect, and some people do not expect. There are no right or wrong answers since people expect different things. What people expect with respect to a given situation is not always the same as what they would like. Please indicate on your questionnaire what you expect about each statement by encircling the letter from the following scale which best describes your expectations.

a. not at all
b. a little
c. quite well
d. very well

EXAMPLE

I expect to be able to water-ski by the end of the summer. a b [✓ c] d

If you expected to water-ski quite well by the end of the summer, you would encircle c on your questionnaire as shown above.

Please answer items 1 to 33 by encircling the letter which best corresponds to your expectation.

The items are independent though they are grouped to make answering them easier for you. There is no pattern of expected difficulty within a particular group.

SECTION I

		not at all	a little	quite well	very well
1.	At the end of the French course in Grade 12, I would expect a student to be able to understand				
1.	a simple request in French for directions from a tourist visiting our city or town.	a	b	c	d
2.	the news on the radio given in French.	a	b	c	d
3.	the news on the television if given in French.	a	b	c	d
4.	the weather report on French language television.	a	b	c	d
5.	the hockey broadcast on French language television.	a	b	c	d
6.	an everyday conversation in French.	a	b	c	d
7.	a store clerk telling him/her the price of an article in French.	a	b	c	d
8.	a French language movie or television program.	a	b	c	d
2.	By the end of the Grade 12 French course, I would expect a student to be able to				
9.	give directions in French to a French-speaking tourist.	a	b	c	d
10.	discuss the news in French.	a	b	c	d
11.	talk to a French-speaking person about the weather in French.	a	b	c	d
12.	order a meal in French in a restaurant.	a	b	c	d
13.	carry on an everyday conversation in French.	a	b	c	d
14.	discuss with a store clerk the price, color and size of an article in French.	a	b	c	d
15.	take part in a French language play.	a	b	c	d

	not at all	a little	quite well	very well
3. After finishing the Grade 12 French course, I would expect a student to be able to				
16. read and understand major French language signs such as road signs, gas stations, drug stores, record shops, food, clothing stores, etc.	a	b	c	d
17. read and understand the headlines in a French language newspaper.	a	b	c	d
18. read and understand an article in a French language newpaper or magazine.	a	b	c	d
19. read and understand the comic strips in a French language newspaper.	a	b	c	d
20. read and understand the advertisements in a French language newspaper.	a	b	c	d
21. read and enjoy a paperback novel in French.	a	b	c	d
22. read a French language menu.	a	b	c	d
4. After completing the Grade 12 French course, I would expect a student to be able to				
23. write a simple letter in French to a French-speaking friend.	a	b	c	d
24. fill out an application form for a job in French.	a	b	c	d
25. write a letter of application for a job in French.	a	b	c	d
26. write an acceptable composition in French about some topic of interest.	a	b	c	d
27. draft a report in French for the media about school activities.	a	b	c	d

5. I would expect that a student's ability to use the French language after Grade 12 French would be such that the student

		not at all	a little	quite well	very well
28.	could work in a job where he/she could serve the public in French as a store or hotel clerk, a gas station attendant, waitress, etc.	a	b	c	d
29.	could give and receive or relay messages in French as a receptionist, telegraph operator, or telephone operator.	a	b	c	d
30.	could work in both French and English as an information officer or guide for tourists.	a	b	c	d
31.	could teach a beginner's class in French.	a	b	c	d
32.	could make public announcements in French, for example: announcing arrivals and departures, sport scores, etc.	a	b	c	d
33.	could type letters in French on a bilingual typewriter if someone else drafted the letter for him/her.	a	b	c	d

SECTION II

The statements in questions 34 to 78 are ones which people might expect to occur "never," "seldom," "frequently" or "most of the time." There are no right or wrong answers. Please indicate on the questionnaire your reaction to each statement by encircling the letter from the following scale which best describes your expectations.

a. never
b. seldom
c. frequently
d. most of the time

Please answer items 34 to 78 in this way. The items are grouped to help you answer them. There is no pattern of expected difficulty within a particular group.

Question 6 items 34 to 42 are directed to your own reactions.

6. If I were visiting a French-speaking area in Canada, I would expect to be able to

	never	seldom	frequently	most of the time
34. watch English language television or listen to English language radio stations.	a	b	c	d
35. get service in English when I buy train or plane tickets.	a	b	c	d
36. have telephone operators serve me in English.	a	b	c	d
37. have receptionists in provincial government offices (examples: Motor or Tourist Association, Department of Education) serve me in English.	a	b	c	d

		never	seldom	frequently	most of the time
6. 38.	be served in English at the post office.	a	b	c	d
39.	have people who serve me speak English well.	a	b	c	d
40.	have public information booklets, application forms, etc. from federal government offices written in English.	a	b	c	d
41.	be served in English even if it is barely understandable.	a	b	c	d
42.	have waitresses and taxi drivers speak to me in English.	a	b	c	d
7.	If a student visits a French-speaking area in Canada after completing Grade 12 French, I would expect that he/she would find that French-speaking Canadians would				
43.	not be much different from other Canadians except for the language.	a	b	c	d
44.	be pleased that the student could speak some French.	a	b	c	d
45.	understand the student better when he/she speaks French than people in France would.	a	b	c	d
46.	be able to speak to the student in English.	a	b	c	d
47.	laugh at the student's French.	a	b	c	d
48.	respect or appreciate the student more if the student could speak their language.	a	b	c	d
49.	refuse to speak to the student in English.	a	b	c	d
50.	smile and act friendly.	a	b	c	d
51.	ignore the student or walk away.	a	b	c	d

		never	seldom	frequently	most of the time
52.	treat the student like anyone else if the student could speak French very well.	a	b	c	d
53.	treat the student rudely and impatiently.	a	b	c	d

8. If a student were visiting a French-speaking part of Canada after completing his/her Grade 12 French course, I would expect that

		never	seldom	frequently	most of the time
54.	the student would try his/her best to speak French to French language Canadians if they would try their best to understand the student.	a	b	c	d
55.	the student would try to speak French to French-speaking Canadians and they would try to speak English to the student.	a	b	c	d
56.	the student would try to speak French to French-speaking Canadians because they would feel more comfortable in their own language.	a	b	c	d
57.	the student would try to speak French to French-speaking Canadians so that the student wouldn't feel strange or alien or left out.	a	b	c	d
58.	French language Canadians would speak to the student in French but a little more slowly.	a	b	c	d
59.	French language Canadians would try to help the student understand in French by gesturing.	a	b	c	d
60.	French language Canadians would try to help the student to understand in French by repeating words.	a	b	c	d
61.	French language Canadians would try to help the student to understand in French by supplying words.	a	b	c	d
62.	French-speaking Canadians would try to help the student understand by using English.	a	b	c	d
63.	French-speaking Canadians would try to help the stu-	a	b	c	d

	never	seldom	frequently	most of the time
dent improve his/her French by correcting him/her.				
64. French-speaking Canadians would try to help the student with his/her French as willingly as the student would help them out with their English.	a	b	c	d
65. French-speaking Canadians would be patient and tolerant of the student's limited French.	a	b	c	d
9. After the student's Grade 12 French course, I think that a student's abilities in French would permit him/her				
66. wider job opportunities.	a	b	c	d
67. to accept a job that would require the student to be bilingual in English and French, for example: a translator, interpreter, media interviewer, etc.	a	b	c	d
68. to handle travel requirements in French, for example: getting a room in a hotel, ordering meals, buying tickets.	a	b	c	d
69. to handle telephone inquiries in French for an employer if people didn't speak too quickly and if they accepted the student's limited abilities in French.	a	b	c	d
70. to work at a job equally well in English or in French.	a	b	c	d
71. to interact freely with French-speaking people in a social situation, for example: parties, dances, etc.	a	b	c	d
10. After finishing the Grade 12 French course, I would expect a student to				
72. be able to listen patiently to and help out French language Canadians who do not speak English well.	a	b	c	d
73. feel comfortable in using his/her French in a public service situation, for example: store or hotel clerk, receptionist, information officer, etc.	a	b	c	d

		never	seldom	frequently	most of the time
74.	to be able to listen patiently to and help out any Canadian who does not speak English well.	a	b	c	d
75.	have a greater understanding and sympathy for any Canadian who speaks a language other than English.	a	b	c	d
76.	live in a French language area in order to maintain a good standard of spoken French.	a	b	c	d
77.	feel comfortable in using his/her French in a social situation, for example: dinner invitations, club meetings, sports events, etc.	a	b	c	d
78.	have a greater understanding and sympathy for French-speaking Canadians.	a	b	c	d

SECTION III

In statements 79 to 84, please encircle the letter which best expresses your opinion.

11. 79. If a student finds that his/her expectations of the French program are unfulfilled by the end of Grade 12, then I think that learning French has a b c d

a. given him/her personal satisfaction.
b. given him/her a basis for future study in the language.
c. at least given him/her high school credit.
d. been a total waste of time.

80. If a student were speaking with a French language Canadian the most helpful thing he/she could do to help the student understand French would be to a b c d

a. supply other words in French.
b. repeat words.
c. use gestures.
d. speak more slowly.

81. How would you rate your students' participation in the French class? a b c d

a. like to participate often and feel free to do so.
b. feel a little nervous and unsure.
c. worry about being called on.
d. don't participate unless they have to.

82. After finishing the Grade 12 French course, I would expect students to be able to retain their Grade 12 proficiency in French for a period of at least 2 years. a b c d

a. strongly agree.
b. agree.
c. disagree.
d. strongly disagree.

83. The biggest frustration in learning French is the small amount of time the students spend in learning it. They just start to get the "hang" of it and then the course is over. a b c d

a. strongly agree.
b. agree.
c. disagree.
d. strongly disagree.

84. I believe that my expectations of my students' competency in French at the end of Grade 12 can be realized under the present conditions of the French program. a b c d

a. strongly agree.
b. agree.
c. disagree.
d. strongly disagree.

PART II

Items 85 to 98 ask questions about you personally. Please encircle the letter which best corresponds to your reply.

85. Which language(s) do you understand? a b c d e f g h i j

a. English only.
b. English and Chinese.
c. English and Cree.
d. English and French.
e. English and German.
f. English and Norwegian.
g. English and Polish.
h. English and Russian.
i. English and Ukrainian.
j. English and other (not listed).

86. Which language(s) do you speak? a b c d e f g h i j

a. English only.
b. English and Chinese.
c. English and Cree.
d. English and French.
e. English and German.
f. English and Norwegian.
g. English and Polish.
h. English and Russian.
i. English and Ukrainian.
j. English and other (not listed).

87. Which language is most frequently spoken in your home? a b c d e f g h i j

a. English.
b. Chinese.
c. Cree.
d. French.
e. German.
f. Norwegian.
g. Polish.
h. Russian.
i. Ukrainian.
j. Other (not listed).

88. Have you ever lived in a French-speaking area? a b

a. Yes.
b. No.

89. Do you have close friends who speak French in their home? a b

a. Yes.
b. No.

90. Have you ever been on a visit to a French-speaking area? a b

a. Yes.
b. No.

91. How many years of experience do you have in the teaching of French as a second language? a b c d

a. one year only.
b. two to five years.
c. six to ten years.
d. more than ten years.

92. Do you have a major in French (i.e. 4 university level classes)? a b

a. Yes.
b. No.

93. Do you have a class in the methods of teaching French as a second language? a b

a. Yes.
b. No.

94. Are you an accredited teacher of French? a b

a. Yes.
b. No.

95. How would you rate your own spoken French? a b c d

a. very good.
b. satisfactory.
c. just so-so.
d. poor.

96. How would you rate your own French program in general? (i.e. the French courses you have taken). a b c d

a. very good.
b. satisfactory.
c. just so-so.
d. poor.

97. How would you rate your students' program in general? a b c d

a. very good.
b. satisfactory.
c. just so-so.
d. poor.

98. I am filling out this questionnaire as a teacher of French in (select more than one if necessary). a b c d e

a. Grades I to III.
b. Grades IV to VI.
c. Grades VII and VIII.
d. Grades IX and X.
e. Grades XI and XII.

APPENDIX B_3

FORM C FOR PARENTS

FOR YOUR INFORMATION

It is our hope that the Societal Expectations Survey, in which you will be participating, will contribute to the body of knowledge on expectations held by people in Canada today. It is very important, therefore, that you answer each question as honestly and carefully as you can.

Please do not write your name on this questionnaire. You can thus be assured that your answers will remain anonymous in the reporting of the results. You should be able to complete the questionnaire in 30 to 40 minutes.

We would appreciate the early return of this questionnaire to your child's teacher of French. An envelope has been provided for this purpose.

Please accept our thanks in advance for your co-operation in this project.

PART I

Questions 1 to 33 are statements about what some people expect, and some people do not expect. There are no right or wrong answers since people expect different things. What people expect with respect to a given situation is not always the same as what they would like. Please indicate on your questionnaire what you expect about each statement by encircling the letter from the following scale which best describes your expectations

- a. not at all
- b. a little
- c. quite well
- d. very well

EXAMPLE

I expect to be able to water-ski by the end of the summer a b [✓ c] d

If you expect to water-ski quite well by the end of the summer, you would encircle c on your questionnaire as shown above.

Please answer items 1 to 33 by encircling the letter which best corresponds to your expectation.

The items are independent though they are grouped to make answering them easier for you. There is no pattern of expected difficulty within a particular group.

SECTION I

1. At the end of the French course in Grade 12, I would expect a student to be able to understand

	not at all	a little	quite well	very well
1. a simple request in French for directions from a tourist visiting our city or town.	a	b	c	d
2. the news on the radio given in French.	a	b	c	d
3. the news on the television if given in French.	a	b	c	d
4. the weather report on French language television.	a	b	c	d
5. the hockey broadcast on French language television.	a	b	c	d
6. an everyday conversation in French.	a	b	c	d
7. a store clerk telling him/her the price of an article in French.	a	b	c	d
8. a French language movie or television program	a	b	c	d

2. By the end of the Grade 12 French course, I would expect a student to be able to

	not at all	a little	quite well	very well
9. give directions in French to a French-speaking tourist.	a	b	c	d
10. discuss the news in French.	a	b	c	d
11. talk to a French-speaking person about the weather in French.	a	b	c	d
12. order a meal in French in a restaurant.	a	b	c	d
13. carry on an everyday conversation in French.	a	b	c	d
14. discuss with a store clerk the price, color and size of an article in French.	a	b	c	d

		not at all	a little	quite well	very well
15.	take part in a French language play.	a	b	c	d
3.	After finishing the Grade 12 French course, I would expect a student to be able to				
16.	read and understand major French language signs such as road signs, gas stations, drug stores, record shops, food, clothing stores, etc.	a	b	c	d
17.	read and understand the headlines in a French language newspaper.	a	b	c	d
18.	read and understand an article in a French language newspaper or magazine.	a	b	c	d
19.	read and understand the comic strips in a French language newspaper.	a	b	c	d
20.	read and understand the advertisements in a French language newspaper.	a	b	c	d
21.	read and enjoy a paperback novel in French.	a	b	c	d
22.	read a French language menu.	a	b	c	d
4.	After completing the Grade 12 French course, I would expect a student to be able to				
23.	write a simple letter in French to a French-speaking friend.	a	b	c	d
24.	fill out an application form for a job in French.	a	b	c	d
25.	write a letter of application for a job in French	a	b	c	d
26.	write an acceptable composition in French about some topic of interest.	a	b	c	d
27.	draft a report in French for the media about school activities.	a	b	c	d

5. I would expect that a student's ability to use the French language after Grade 12 French would be such that the student

		not at all	a little	quite well	very well
28.	could work in a job where he/she could serve the public in French as a store or hotel clerk, a gas station attendant, waitress, etc.	a	b	c	d
29.	could give and receive or relay messages in French as a receptionist, telegraph operator, or telephone operator.	a	b	c	d
30.	could work in both French and English as an information officer or guide for tourists.	a	b	c	d
31.	could teach a beginner's class in French.	a	b	c	d
32.	could make public announcements in French, for example: announcing arrivals and departures, sport scores, etc.	a	b	c	d
33.	could type letters in French on a bilingual typewriter if someone else drafted the letter for him/her.	a	b	c	d

SECTION II

The statements in questions 34 to 78 are ones which people might expect to occur "never," "seldom," "frequently " or "most of the time." There are no right or wrong answers. Please indicate on the questionnaire your reaction to each statment by encircling the letter from the following scale which best describes your expectations.

a. never
b. seldom
c. frequently
d. most of the time

Please answer items 34 to 78 in this way. The items are grouped to help you answer them. There is no pattern of expected difficulty within a particular group.

Question 6 items 34 to 42 are direct to your own reactions.

6. If I were visiting a French-speaking area in Canada, I would expect to be able to

	never	seldom	frequently	most of the time
34. watch English language television or listen to English language radio stations.	a	b	c	d
35. get service in English when I buy train or plane tickets.	a	b	c	d
36. have telephone operators serve me in English	a	b	c	d

		never	seldom	frequently	most of the time
37.	have receptionists in provincial government offices (examples: Motor or Tourist Association, Department of Education) serve me in English.	a	b	c	d
38.	be served in English at the post office.	a	b	c	d
39.	have people who serve me speak English well.	a	b	c	d
40.	have public information booklets, application forms, etc. from federal government offices written in English.	a	b	c	d
41.	be served in English even if it is barely understandable.	a	b	c	d
42.	have waitresses and taxi drivers speak to me in English.	a	b	c	d

7. If a student visits a French-speaking area in Canada after completing Grade 12 French, I would expect that he/she would find that French-speaking Canadians would

43.	not be much different from other Canadians except for the language.	a	b	c	d
44.	be pleased that the student could speak some French	a	b	c	d
45.	understand the student better when he/she speaks French than people in France would.	a	b	c	d
46.	be able to speak to the student in English.	a	b	c	d
47.	laugh at the student's French.	a	b	c	d
48.	respect or appreciate the student more if the student could speak their language.	a	b	c	d
49.	refuse to speak to the student in English.	a	b	c	d
50.	smile and act friendly.	a	b	c	d

		never	seldom	frequently	most of the time
51.	ignore the student or walk away.	a	b	c	d
52.	treat the student like anyone else if the student could speak French very well.	a	b	c	d
53.	treat the student rudely and impatiently	a	b	c	d

8. If a student were visiting a French-speaking part of Canada after completing his/her Grade 12 French course, I would expect that

54.	the student would try his/her best to speak French to French language Canadians if they would try their best to understand the student.	a	b	c	d
55.	the student would try to speak French to French-speaking Canadians and they would try to speak English to the student.	a	b	c	d
56.	the student would try to speak French to French-speaking Canadians because they would feel more comfortable in their own language.	a	b	c	d
57.	the student would try to speak French to French-speaking Canadians so that the student wouldn't feel strange or alien or left out.	a	b	c	d
58.	French language Canadians would speak to the student in French but a little more slowly.	a	b	c	d
59.	French language Canadians would try to help the student understand in French by gesturing.	a	b	c	d
60.	French language Canadians would try to help the student to understand in French by repeating words.	a	b	c	d
61.	French language Canadians would try to help the student to understand in French by supplying words.	a	b	c	d

		never	seldom	frequently	most of the time
62.	French-speaking Canadians would try to help the student understand by using English.	a	b	c	d
63.	French-speaking Canadians would try to help the student improve his/her French by correcting him/her.	a	b	c	d
64.	French-speaking Canadians would try to help the student with his/her French as willingly as the student would help them out with their English.	a	b	c	d
65.	French-speaking Canadians would be patient and tolerant of the student's limited French.	a	b	c	d
9.	After the student's Grade 12 French course, I think that a student's abilities in French would permit him/her				
66.	wider job opportunities	a	b	c	d
67.	to accept a job that would require the student to be bilingual in English and French, for example: a translator, interpreter, media interviewer, etc.	a	b	c	d
68.	to handle travel requirements in French, for example: getting a room in a hotel, ordering meals, buying tickets.	a	b	c	d
69.	to handle telephone inquiries in French for an employer if people didn't speak too quickly and if they accepted the student's limited abilities in French.	a	b	c	d
70.	to work at a job equally well in English or in French.	a	b	c	d
71.	to interact freely with French-speaking people in a social situation, for example: parties, dances, etc.	a	b	c	d

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10. After finishing the Grade 12 French course, I would expect a student to

		never	seldom	frequently	most of the time
72.	be able to listen patiently to and help out French language Canadians who do not speak English well.	a	b	c	d
73.	feel comfortable in using his/her French in a public service situation, for example: store or hotel clerk, receptionist, information officer, etc.	a	b	c	d
74.	to be able to listen patiently to and help out any Canadian who does not speak English well.	a	b	c	d
75.	have a greater understanding and sympathy for any Canadian who speaks a language other than English.	a	b	c	d
76.	live in a French language area in order to maintain a good standard of spoken French.	a	b	c	d
77.	feel comfortable in using his/her French in a social situation, for example: dinner invitations, club meetings, sports events, etc.	a	b	c	d
78.	have a greater understanding and sympathy for French-speaking Canadians.	a	b	c	d

SECTION III

In statements 79 to 84, please encircle the letter which best expresses your opinion.

11. 79. If a student finds that his/her expectations of the French program are unfulfilled by the end of Grade 12, then I think that learning French has a b c d

- a. given him/her personal satisfaction.
- b. given him/her a basis for future study in the language.
- c. at least given him/her high school credit.
- d. been a total waste of time.

80. If a student were speaking with a French language Canadian the most helpful thing he/she could do to help the student understand French would be to a b c d

- a. supply other words in French.
- b. repeat words.
- c. use gestures.
- d. speak more slowly.

81. How would you rate your child's or children's participation in the French class? a b c d

- a. like to participate often and feel free to do so.
- b. feel a little nervous and unsure.
- c. worry about being called on.
- d. don't participate unless he/she has to.

82. After finishing the Grade 12 French course, I would expect students to be able to retain their Grade 12 proficiency in French for a period of at least 2 years. a b c d

- a. strongly agree.
- b. agree.
- c. disagree.
- d. strongly disagree.

83. The biggest frustration in learning French is the small amount of time the students spend in learning it. They just start to get the "hang" of it and then the course is over. a b c d

- a. strongly agree.
- b. agree.
- c. disagree.
- d. strongly disagree.

84. I believe that my expectation of my child's (children's) competency in French at the end of Grade 12 can be realized under the present conditions of the French program. a b c d

a. strongly agree.
b. agree.
c. disagree.
d. strongly disagree.

PART II

Items 85 to 95 ask questions about you personally. Please encircle the letter which best corresponds to your reply.

85. Which language(s) do you understand?   a b c d e f g h i j

a. English only.
b. English and Chinese.
c. English and Cree.
d. English and French.
e. English and German.
f. English and Norwegian.
[✓ g. English and Polish.]
h. English and Russian.
i. English and Ukrainian.
j. English and other (not listed).

86. Which language(s) do you speak?   a b c d e f g h i j

a. English only.
b. English and Chinese.
c. English and Cree.
d. English and French.
e. English and German.
f. English and Norwegian.
g. English and Polish.
h. English and Russian.
i. English and Ukrainian.
j. English and other (not listed).

87. Which language is most frequently spoken in your home?   a b c d e f g h i j

a. English.
b. Chinese.
c. Cree.
d. French.
e. German.
f. Norwegian.
g. Polish.
h. Russian.
i. Ukrainian.
j. other (not listed).

88. Have you ever lived in a French-speaking area?   a b

a. Yes.
b. No.

89. Do you have close friends who speak French in their home? a b

a. Yes.
b. No.

90. Have you ever been on a visit to a French-speaking area? a b

a. Yes.
b. No.

91. Did you ever study the French language in school? a b

a. Yes.
b. No.

92. How would you rate your own French program in general? (i.e. the French courses you have taken). a b c d

a. very good.
b. satisfactory.
c. just so-so.
d. poor.

93. How would you rate your child's (children's) French program in general? a b c d

a. very good.
b. satisfactory.
c. just so-so.
d. poor.

94. I am filling out this questionnaire. a b c d

a. as a mother of (a) student(s) of French.
b. as a father of (a) student(s) of French.
c. as a joint effort (both mother and father).
d. other (official guardian, etc.) of (a) student(s) of French.

95. My child (children) is (are) (a) student(s) of French in (select more than one if necessary). a b c d e f

a. Grade 7.
b. Grade 8.
c. Grade 9.
d. Grade 10.
e. Grade 11.
f. Grade 12.

APPENDIX C_1

BIOGRAPHICAL DATA: STUDENTS, PARENTS, TEACHERS LANGUAGE BACKGROUND AND LANGUAGE CONTACT

Table 50 presents the findings for the biographical data for students, parents and teachers. Forty-five per cent of the students reported that they understood English and French, while 16% of the parents and 83% of the teachers responded that they understood both languages. Thirty-nine per cent of the students reported that they understood English only while 48 per cent of the parents and 3% of the teachers chose the same response. Relatively large numbers of respondents, particularly in the parent group, indicated that they understood languages other than English and French for example, English and German 15%, English and Ukrainian 10%. In the student group there was an increase by grade level of students who reported that they understood both English and French from 29% for the Grade sevens to 54% for the Grade twelves.

Thirty-six per cent of the students reported that they spoke English and French, while 12% of the parents and 83% of the teachers responded that they spoke both languages. Fifty-three per cent of the students reported that they spoke English only while 59% of the parents and 6% of the teachers chose the same response. A number of respondents, particularly in the parent group, indicated that they spoke languages other than English and French, for example, English and German 11% and English and Ukrainian 9%. For students there was an increase by grade level of students who reported that they spoke both English and French from 30% in Grade 7 to 43% in Grade 12.

A little more than 1% of the students and parents reported that they spoke French more frequently than English at home, while 19% of the teachers indicated that French was the most frequently used home language. Ninety-four per cent of the students and 95% of the parents reported that English was the most frequently used language at home, while 78% of the teachers chose the same response. Other languages which were reported to be the most frequently used at home included German, Ukrainian, Chinese.

It should be noted that respondents although perhaps capable of understanding or speaking in a number of languages were only permitted one choice. It would appear however, that the student and parent sample is overwhelmingly anglophone, while the teacher sample appears to be one fifth francophone.

Approximately one in ten (12%) of the students reported that they had lived in a French-speaking area. There was a general increase by grade level of students who responded positively to this item from 11% of the Grade sevens to 14% of the Grade twelves. For parents approximately one in five (21%) reported that they had lived in a French language area, while more than two-thirds of the teachers (71%) responded positively for this item. This is not surprising in view of the fact that the Canadian population is relatively mobile.

Approximately one-fifth (17%) of the students reported that they had close friends who speak French at home. There was a general increase by grade level of students who responded positively to this item from 14% in Grade 7 to 21% in Grade 12. For the parent group approximately one in four (26%) reported having close friends who speak French at home while for the teachers almost two-thirds (61%) responded positively to this item.

Approximately one-quarter (24%) of the student group reported that they had visited a French-speaking area, while almost half (43%) of the parents and over four-fifths of the teachers (87%) responded positively to this item. One might say then, that one-quarter of the students, almost one-half of the parents and more than four-fifths of the teachers were responding to items on the questionnaire based on some evidence for their expectations.

More than one-tenth (14%) of the students rated their French program as "very good", while less than one-tenth (8%) of the parents and teachers so rated it. About one-half (48%) of the students and slightly less (46%) of the parents reported the French program to be satisfactory, while 54% of the teachers found it so. Just over one-quarter (27%) of the students found the French program to be just so-so, while a third of the parents (35%) and teachers (34%) shared this opinion). One-tenth of the students reported that the French program was poor while approximately one-tenth (11%) of the parents and one-twentieth (4%) of the teachers held this opinion.

TABLE 51

BIOGRAPHICAL DATA FOR STUDENTS, PARENTS AND TEACHERS BY LANGUAGE BACKGROUND EXPRESSED IN PERCENTAGES

Item no. Item Wording	Students	Parents	Teachers	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
89. Which language(s) do you understand?									
English only	39.3	48.2	3.2	54.2	43.4	45.4	37.8	27.4	24.9
English and Chinese	1.3	0.9	0.0	0.3	1.5	1.1	1.1	1.0	2.8
English and Cree	0.4	0.7	0.0	1.0	1.1	0.4	0.0	0.0	0.0
English and French	45.1	15.5	82.5	28.8	38.9	41.9	50.6	58.3	54.2
English and German	5.0	14.8	3.2	6.5	4.5	4.2	3.7	4.2	6.7
English and Norwegian	0.5	2.7	0.8	1.0	0.8	0.4	0.0	0.0	0.8
English and Polish	0.2	0.9	0.0	0.0	0.0	0.4	0.0	0.3	0.8
English and Russian	0.7	0.7	0.0	0.3	1.5	0.4	0.4	1.0	0.4
English and Ukrainian	4.0	9.8	4.0	3.9	4.5	2.8	3.0	3.5	6.7
English and Others (not listed)	3.5	5.7	6.3	3.9	3.8	3.2	3.4	4.2	2.8
90. Which language(s) do you speak?									
English only	53.1	39.2	5.6	59.3	53.7	58.6	53.5	49.0	43.0
English and Chinese	1.0	0.7	0.0	0.0	1.5	0.7	1.1	0.7	2.3
English and Cree	0.3	0.5	0.0	1.0	0.0	0.7	0.0	0.0	0.0
English and French	35.9	11.6	82.5	29.6	32.1	32.4	37.3	41.7	43.0
English and German	2.9	10.9	3.2	3.6	3.4	1.7	3.0	1.7	3.9
English and Norwegian	0.4	1.8	0.0	0.3	0.4	0.0	0.0	0.3	1.2
English and Polish	0.3	1.6	0.0	0.0	0.7	0.3	0.0	0.3	0.4
English and Russian	0.4	0.7	0.0	0.3	1.5	0.0	0.4	0.3	0.0

(continued)

BIOGRAPHICAL DATA FOR STUDENTS, PARENTS AND TEACHERS BY LANGUAGE BACKGROUND EXPRESSED IN PERCENTAGES (continued)

Item no. Item Wording	Students	Parents	Teachers	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
90. Which language(s) do you speak? (continued)									
English and Ukrainian	2.6	9.1	3.2	2.3	1.9	2.4	2.2	2.8	4.3
English and Others (not listed)	3.2	3.9	5.6	3.6	4.9	3.1	2.6	3.1	1.9
91. Which language is most frequently spoken in your home?									
English	93.6	94.5	78.4	94.1	94.0	94.3	93.3	94.0	91.4
Chinese	1.1	0.5	0.0	1.3	0.8	0.4	0.7	1.1	2.4
Cree	0.1	0.0	0.0	0.7	0.0	0.0	0.0	0.0	0.0
French	1.4	1.4	19.2	0.7	0.8	1.1	1.1	2.5	2.4
German	1.2	0.7	0.0	1.0	1.9	0.7	1.9	0.0	2.0
Norwegian	0.2	0.5	0.8	0.3	0.4	0.0	0.0	0.0	0.4
Polish	0.1	0.0	0.0	0.0	0.0	0.4	0.4	0.0	0.0
Russian	0.1	0.0	0.0	0.0	0.4	0.0	0.0	0.4	0.0
Ukrainian	1.0	0.9	1.6	0.3	1.1	2.1	0.0	0.7	1.6
Other (not listed)	1.3	1.6	0.0	1.6	0.8	1.1	2.6	1.4	0.0
92. Have you ever lived in a French-speaking area?									
yes	12.1	21.4	71.4	10.9	13.9	11.1	11.1	12.1	14.0
no	87.9	78.6	28.6	89.1	86.1	88.9	88.9	87.9	86.0

(continued)

BIOGRAPHICAL DATA FOR STUDENTS, PARENTS AND TEACHERS BY LANGUAGE BACKGROUND EXPRESSED IN PERCENTAGES (continued)

Item no. Item Wording	Students	Parents	Teachers	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
96. Do you have close friends who speak French at home?									
yes	17.4	25.8	60.8	13.7	16.6	14.5	19.2	20.0	21.2
no	82.6	74.2	39.2	86.3	83.4	85.5	80.8	80.0	78.8
97. Have you ever been on a visit to a French-speaking area?									
yes	24.4	43.4	85.6	13.4	22.7	21.2	25.4	34.3	30.8
no	75.6	56.6	14.4	86.6	77.3	78.8	74.6	65.7	69.2
98. How would you rate your French program in general?									
very good	14.4	8.1	8.1	15.7	10.7	20.8	13.8	11.8	13.3
satisfactory	47.8	46.0	53.7	41.7	44.4	44.4	53.4	55.7	48.0
just so-so	27.4	34.8	34.1	29.7	28.7	22.9	27.2	27.9	28.1
poor	10.3	11.1	4.1	13.0	16.1	12.0	5.6	4.6	10.5

APPENDIX C_2

BIOGRAPHICAL DATA FOR STUDENTS ONLY: BY GRADE LEVEL (ITEMS 93, 94, 95)

Table 51 presents the findings for the biographical data for student-only directed questions. Sixty-five per cent of the Grade seven students reported that they were in their first year of studying French, while 9% and 10% respectively were in their second or third year of French studies and 14% were in their fourth year. Two per cent of the grade sevens reported longer terms. Sixty-eight per cent of the Grade eights were in their second year of studying French, while 7% were in their first year, 3% in their third and 11% and 10% were in their fourth or fifth year respectively. Forty-six per cent of the grade nines were in their third year of studying French, while 18% and 9% respectively were in their first or second year. Two per cent of the students reported four years of study, 6% reported five years 14% six years and the remainder more than six years. Forty-one per cent of the grade ten students were in their fourth year of studying French while 1% reported one year of study, 24% two years and 8% three years. Three per cent of the students reported five years of study, 9% six years, 12% seven years and the remainder more than seven years. Forty-six per cent of the grade elevens were in their fifth year of study, while none were in their first year, less than 1% in their second, 14% were in their third year and 10% in their fourth year. Four per cent reported six years of study, 8% seven years, 11% eight years, and the remainder more than eight years. Thirty-eight per cent of the grade twelves were in their sixth year of studying French, while less than 1% each were in their first, second or third years and 17% each were in their fourth or fifth years. Five per cent each reported seven or eight years of French study, while 11% and 7% respectively reported nine years or more than nine years of study. The variety of years of French study reported by students is indicative of the different school systems in Saskatchewan where students may opt for French. It may also suggest some degree of mobility province-to-province.

Fifty per cent of the grade sevens and 42% of the grade eights planned to take French to the end of grade twelve, while 50% of the grade nines, 67% of the grade tens and 71% of the grade elevens also planned to do so. For this item 65% of the grade twelves responded positively. It should be noted that some students were not sure if they were going to continue or not and they therefore responded to the following item 95, on the basis of "if" they were to drop French.

If not continuing French to the end of Grade 12, 6% of the grade sevens would drop French because of poor grades and 67% for lack of interest. Fifteen per cent felt that French was not necessary for a career, 9% felt disappointment with their expected level of proficiency and 2% stated other reasons. For this item, 9% of the grade eights would drop French because of poor grades and 66% for lack of interest. Seventeen per cent felt that French was not necessary for a career, 7% felt disappointment with their expected level of proficiency and less than one per cent reported other reasons. If not continuing French to the end of grade 12, 10% of the grade nines would drop French because of poor grades and 59% for lack of interest.

Twenty-one per cent felt French was not necessary for a career, 9% felt disappointed with their expected level of proficiency and less than 1% reported other reasons. For this item, 25% of the grade tens would drop French because of poor grades, and 44% for lack of interest. Twenty-one per cent felt that French was not necessary for a career and 9% felt disappointed with their expected level of proficiency. If not continuing French to the end of grade 12, 14% of the grade elevens would drop French for reasons of poor grades and 32% for lack of interest. Thirty-six per cent cited lack of need for French for a career and 18% reported disapointment with expected level of proficiency. For this item, 12% of the grade twelves would drop French for reasons of poor grades and 26% for lack of interest. Forty per cent felt that French was not necessary for a career while 21% reported disappointment with expected level of proficiency and 1% stated other reasons as the possible or probable cause of their withdrawal from French classes.

It should be noted that the reasons for dropping French tend to vary according to grade level. For grades seven, eight, nine and ten, the single major cause for withdrawal appeared to be "lack of interest". Only in grade ten (25%) is the factor or poor grades considered by a relatively large number of students to be a reason for withdrawal. For grades eleven and twelve the major reason for withdrawal was found to be the lack of need for a career (36% and 40% respectively). There is also a diminishing of the lack of interest factor (67% in grades seven and eight as compared with 32% in grade eleven and 26% in grade twelve) and a rise in the disappointment factor (9% in grade seven as compared with 18% in grade eleven and 21% in grade twelve).

TABLE 52

BIOGRAPHICAL DATA FOR STUDENTS ONLY

Item no.	Item Wording	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
93.	How many years have you been studying French in school?						
	one year	64.6	6.5	18.1	0.8	0.0	0.4
	two years	9.3	67.6	9.3	24.0	0.3	0.4
	three years	9.6	3.4	45.6	8.0	14.2	0.4
	four years	14.2	11.1	2.1	40.8	10.1	16.5
	five years	0.3	9.9	6.0	3.4	46.2	16.9
	six years	1.0	0.0	13.9	9.2	4.2	38.4
	seven years	0.7	0.4	1.1	11.5	8.0	5.1
	eight years	0.0	0.4	0.7	0.4	10.8	4.7
	nine years	0.0	0.4	1.8	0.4	1.0	10.6
	more than nine years	0.3	0.4	1.4	1.5	5.2	6.7
94.	Do you plan to take French to the end of Grade 12?						
	yes	50.3	41.9	50.4	66.7	70.7	65.0
	no	49.7	58.1	49.6	33.3	29.3	35.0
95.	If not continuing French to the end of Grade 12, why not?						
	poor grades	6.3	9.0	9.9	25.3	13.6	12.2
	lack of interest	67.4	66.0	59.2	44.4	31.8	25.6
	don't need it for career	15.4	17.3	21.1	21.2	36.4	40.0
	disappointed with expected level of proficiency	8.6	7.1	9.2	9.1	18.2	21.1
	other	2.3	0.6	0.7	0.0	0.0	1.1

APPENDIX C_3

BIOGRAPHICAL DATA FOR PARENTS ONLY (ITEMS 91, 92, 93)

Table 53 presents the biographical data for parent-only directed questions. Seventy per cent of the parents surveyed reported that they had studied the French language at school, while 30% had not.

Six per cent of the parents reported that their own program of French studies rated a "very good" and 16% reported that it had been satisfactory. Twenty-seven per cent rated their own French program as just so-so and 51% reported that it was poor.

In rating their children's French program, 8% of the parents rated it as "very good" and 46% rated it as satisfactory. Thirty-five per cent reported that their children's program was just so-so and 11% felt it to be poor. It should be noted that a relatively small percentage of the parents rate their own or their children's French program as "very good". However, 30% more of the parents feel that their children's program is satisfactory in contrast to their own.

TABLE 53

BIOGRAPHICAL DATA FOR PARENTS ONLY

Item no. Item Wording	Parents
91. Did you ever study the French language at school?	
yes	70.0
no	30.0
92. Rate your own French program	
very good	6.3
satisfactory	16.1
just so-so	27.0
poor	50.7
93. Rate your child's French program	
very good	8.1
satisfactory	46.0
just so-so	34.8
poor	11.1

APPENDIX C_4

BIOGRAPHICAL DATA FOR TEACHERS ONLY (ITEMS 91 - 97)

Table 54 presents the biographical data for Teacher-only directed questions. Fourteen per cent of the teachers surveyed reported that they had been teaching French as a second language for one year only, while 41% had been teaching French for two to five years. Twenty-one per cent had been teaching French for six to ten years and 25% for more than ten years.

Sixty-eight per cent of the teachers held a major in French and 77% had a class in methods of teaching French. Thirty-two per cent were accredited teachers of French in the Province of Saskatchewan.

Thirty-eight per cent of the teachers rated their own spoken French as very good, while 43% rated it as satisfactory. Sixteen per cent rated their oral French as just so-so while 3% reported it to be poor.

Thirty per cent of the teachers rated their own courses of French study as very good, while 44% reported them to be satisfactory. Twenty-three per cent had found them to be just so-so and 3% felt them to be poor.

Eight per cent of the teachers rated their students' French program as very good, while 54% reported it to be satisfactory. Thirty-four per cent felt that their students' French program was just so-so and 4% rated it as poor. In contrast to the parents, the teachers appeared to feel that their own courses of French were superior to the French program they are currently involved with.

TABLE 54

BIOGRAPHICAL DATA FOR TEACHERS ONLY

Item no.	Item Wording	Parents
91.	How many years of experience have you in teaching French as a second language?	
	one year	13.6
	two to five years	40.8
	six to ten years	20.8
	more than ten years	24.8
92.	Do you have a major in French?	
	yes	68.0
	no	32.0
93.	Do you have a class in Methods?	
	yes	77.2
	no	22.8
94.	Are you an accredited teacher?	
	yes	32.0
	no	68.0
95.	Rate your own spoken French:	
	very good	37.6
	satisfactory	43.2
	just so-so	16.0
	poor	3.2
96.	Rate your own French program (i.e. French courses you have taken):	
	very good	29.6
	satisfactory	44.0
	just so-so	23.2
	poor	3.2

(continued)

TABLE 54
BIOGRAPHICAL DATA FOR TEACHERS (continued)

Item no. Item Wording	Parents
97. Rate your students' French program:	
very good	8.1
satisfactory	53.7
just so-so	34.1
poor	4.1

APPENDIX C_5

PARENT AND TEACHER COMMENTS

Twenty-nine of the parent respondents added comments to the questionnaire, which ranged in tone from "I couldn't care less if my child doesn't speak one word of French" to "I strongly believe that French language education should begin in Grade one". A few respondents noted that they were answering the questionnaire with a view to what would be their expectations of an ideal French program, which was presumably not the one presently in effect. Others commented on personal experiences, both positive and negative, such as trying unsuccessfully to obtain directions in English in Montreal. Certain needs were discerned in some of the parent comments such as: earlier French language education, more opportunities for students to use their French and more time to be devoted to learning it. A few saw a need for teaching languages other than French, or for more time being spent on English or Science. Some respondents commented on the format of the questionnaire and suggested re-wording for a few items. One respondent remarked that her child was not interested in French but did not know if the cause for it was the method or the classroom conditions, while another expressed concern about the quality of French being taught. One respondent asked if a similar survey was being carried out in French language Canada, while another considered the questionnaire to be "a waste of the tax-payer's money". With respect to this last comment, it should be noted that the questionnaire was funded entirely from private resources -- i.e. the researcher's.

Twenty-five of the teacher respondents added comments to the questionnaire. These statements dealt frequently with conditions imposed by administrative decisions, such as the difficulty of teaching French under the semester system, or the complexity of the teaching task when students who have begun French at different grade levels are placed in the same class. Others remarked on teaching conditions which "often do not correspond to the ideals of the French program." A number commented on class sizes and one remarked that "expectations can be realized with small classes", while another noted that with the lack of sufficient time, she felt a "general pessimism as to the degree to which achievement can meet expectancy". One respondent posed the question, "Croyez-vous réellement que les étudiants . . . peuvent maîtriser une autre langue?" He further comments on the lack of contact with the main body of French language and culture, " les difficultés qu'apportent l'isolation . . . la séparation des principaux courants culturels". One respondent expressed concern that there was, in her opinion, an inadequate number of qualified teachers of French. A number of teachers commented on the wording of a few questionnaire items and some qualified their responses by adding "it depends on the student's age and personality" etc., while others justified their responses by adding statements related to their classroom conditions. One respondent stated that it was a "good questionnaire."

APPENDIX D

TABLE 55

SUMMARY OF ITEM CROSS-TABULATIONS FOR STUDENTS GRADES 7 TO 12 EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF PERFORMANCE OF AURAL COMPREHENSION (SUBTEST 1)

At the end of my (the) French language course in Grade 12, I would expect (a Grade 12 student) to be able to understand:

Item no. Item Wording	grade	not at all	a little	quite well	very well
1. A simple request in French for directions	7	2.5	29.3	48.6	19.6
	8	5.5	33.7	44.0	16.8
	9	1.4	20.3	55.2	23.1
	10	1.1	17.7	58.3	22.9
	11	0.3	18.0	57.8	23.9
	12	1.6	21.3	57.0	20.2
2. The news on the radio in French	7	10.6	48.3	37.7	3.4
	8	15.8	56.0	24.5	3.7
	9	9.2	55.3	31.7	3.8
	10	5.1	63.4	28.6	2.9
	11	5.5	72.2	18.2	4.1
	12	11.6	74.1	13.9	0.4
3. The news on television in French	7	9.7	43.3	41.7	5.3
	8	14.7	54.2	28.9	2.2
	9	6.5	52.6	36.9	4.1
	10	4.8	56.4	34.8	4.0
	11	3.1	65.1	27.4	4.5
	12	9.3	68.7	21.2	0.8
4. The weather report on French television	7	7.5	43.6	38.0	10.9
	8	14.0	38.6	41.2	6.2
	9	7.8	38.6	45.4	8.2
	10	4.8	42.9	39.6	12.8
	11	4.1	47.9	41.4	6.5
	12	9.3	52.9	34.7	3.1

(continued)

TABLE 55 (continued)

At the end of my (the) French language course in Grade 12, I would expect (a Grade 12 student) to be able to understand:

Item no. Item Wording	grade	not at all	a little	quite well	very well
5. The hockey broadcast on French television	7	12.5	42.1	33.6	11.8
	8	21.3	42.6	26.8	9.2
	9	13.5	46.5	33.3	6.6
	10	9.2	53.5	28.8	8.5
	11	13.6	49.0	30.8	6.6
	12	23.8	51.6	20.3	4.3
6. An everyday conversation in French	7	6.2	27.4	39.9	26.5
	8	13.9	33.3	29.7	23.1
	9	6.1	25.6	45.4	22.9
	10	2.6	30.4	45.1	22.0
	11	3.4	34.2	48.6	13.7
	12	4.2	45.6	41.3	8.9
7. A store clerk discussing prices, colours	7	3.7	12.1	31.2	53.0
	8	7.0	16.5	35.5	41.0
	9	1.0	12.3	40.6	46.1
	10	1.5	6.2	45.1	47.3
	11	2.1	7.2	41.4	49.3
	12	3.1	15.1	42.9	39.0
8. A French language movie or TV program	7	12.5	54.4	26.2	6.9
	8	19.9	48.9	26.5	4.8
	9	14.1	53.3	27.8	4.8
	10	7.3	56.4	31.1	5.1
	11	7.9	69.2	18.5	4.5
	12	12.7	72.2	13.5	1.5

TABLE 56

SUMMARY OF ITEM CROSS-TABULATIONS FOR STUDENTS GRADES 7 TO 12 EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF PERFORMANCE OF ORAL EXPRESSION (SUBTEST 2)

By the end of my (the) Grade 12 French course, I would expect (a Grade 12 student) to be able to:

	grade	not at all	a little	quite well	very well
9. Give directions in French to a tourist	7	8.7	31.2	45.5	14.6
	8	13.6	34.2	40.1	12.1
	9	4.8	29.7	51.0	14.5
	10	4.1	24.8	51.1	20.0
	11	4.1	33.1	46.9	15.9
	12	7.4	34.2	52.1	6.1
10. Discuss the news in French	7	17.4	43.3	31.5	7.8
	8	25.3	47.3	24.9	2.6
	9	19.5	52.2	24.9	3.4
	10	15.4	59.3	20.9	4.4
	11	19.2	65.8	13.4	1.7
	12	31.3	61.4	6.6	0.8
11. Talk about the weather in French	7	10.9	37.7	40.2	11.2
	8	18.0	39.3	36.0	6.6
	9	8.2	35.8	44.7	11.3
	10	5.1	41.8	38.1	15.0
	11	4.8	45.5	38.0	11.6
	12	6.2	43.4	41.1	9.3
12. Order a meal in French	7	6.9	21.9	45.3	25.9
	8	8.8	24.3	40.1	26.8
	9	4.8	16.4	50.5	28.3
	10	1.1	24.9	47.3	26.7
	11	2.7	22.9	46.9	27.4
	12	3.1	27.8	52.9	16.2

(continued)

TABLE 56 (continued)

By the end of my (the) Grade 12 French course, I would expect (a Grade 12 student) to be able to:

Item no. Item Wording	grade	not at all	a little	quite well	very well
13. Carry on an everyday conversation in French	7	11.2	26.9	36.3	25.6
	8	19.4	27.5	33.3	19.8
	9	9.4	27.8	40.3	22.6
	10	5.5	35.4	43.2	15.9
	11	5.5	41.2	39.5	13.7
	12	8.6	44.5	39.1	7.8
14. Discuss with store clerk properties of an article in French	7	7.2	20.9	45.5	26.5
	8	9.5	30.8	37.0	22.7
	9	5.1	24.2	52.9	17.7
	10	1.8	30.0	48.0	20.1
	11	2.8	32.4	48.6	16.2
	12	6.2	40.3	38.8	14.7
15. Take part in a French language play	7	17.2	30.0	38.7	14.1
	8	26.4	33.7	24.9	15.0
	9	23.9	33.4	31.7	10.9
	10	22.3	44.3	26.7	6.6
	11	27.7	44.2	19.5	8.6
	12	38.8	43.4	15.9	1.9

TABLE 57

SUMMARY OF ITEM CROSS-TABULATIONS FOR STUDENTS GRADES 7 TO 12 EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF PERFORMANCE OF READING COMPREHENSION (SUBTEST 3)

After completing my (the) Grade 12 French course, I would expect (a Grade 12 student) to be able to:

Item no.	Item Wording	grade	not at all	a little	quite well	very well
16.	Read and understand major French language signs	7	4.1	24.7	38.4	32.8
		8	5.6	22.2	40.7	31.5
		9	2.4	13.4	44.5	39.7
		10	0.4	14.3	40.8	44.5
		11	1.0	11.0	41.8	46.2
		12	2.3	20.2	44.0	33.5
17.	Read and understand the headlines in a French language newspaper	7	6.9	29.9	43.9	19.3
		8	12.1	34.4	36.6	16.8
		9	4.2	26.0	45.7	24.2
		10	1.5	28.7	47.8	22.1
		11	1.7	28.2	46.4	23.7
		12	4.3	38.8	44.2	12.8
18.	Read and understand a French language newspaper article	7	8.4	46.3	37.5	7.8
		8	15.8	48.7	28.6	7.0
		9	8.9	42.3	40.6	8.2
		10	4.4	51.3	37.0	7.3
		11	4.5	55.1	34.9	5.5
		12	12.8	56.6	26.4	4.3
19.	Read and understand the comic strips in French	7	6.2	25.0	40.9	27.8
		8	9.9	32.6	37.4	20.1
		9	6.2	25.3	42.8	25.7
		10	1.8	27.1	48.4	22.7
		11	1.4	35.3	47.6	15.8
		12	5.8	40.9	41.3	12.0

(continued)

TABLE 57 (continued)

After completing my (the) Grade 12 French course, I would expect (a Grade 12 student) to be able to:

Item no.	Item Wording	grade	not at all	a little	quite well	very well
20.	Read and understand newspaper advertisements in French	7	11.3	36.1	40.1	12.5
		8	14.0	41.7	33.6	10.7
		9	6.2	35.1	43.0	15.8
		10	3.7	40.1	43.4	12.9
		11	2.1	42.1	42.5	13.4
		12	6.2	49.0	37.5	7.3
21.	Read and enjoy a paperback novel in French	7	23.4	42.8	25.6	8.1
		8	36.3	40.3	20.1	3.3
		9	30.9	47.2	19.1	2.8
		10	26.9	50.6	18.1	4.4
		11	34.8	48.3	13.1	3.8
		12	41.1	48.1	10.1	0.8
22.	Read a French language menu	7	5.6	29.1	40.0	25.3
		8	8.4	30.0	38.1	23.4
		9	4.1	25.4	48.8	21.6
		10	2.2	26.4	47.3	24.2
		11	1.7	27.1	45.9	25.3
		12	4.6	35.1	44.4	15.8

TABLE 58

SUMMARY OF ITEM CROSS-TABULATIONS FOR STUDENTS GRADES 7 TO 12 EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF PERFORMANCE OF WRITTEN EXPRESSION (SUBTEST 4)

After completing my (the) Grade 12 French course, I would expect (a Grade 12 student) to be able to:

Item no.	Item Wording	grade	not at all	a little	quite well	very well
23.	Write a simple letter in French to a French-speaking friend	7	8.5	20.7	43.6	27.3
		8	10.7	26.1	35.3	27.9
		9	5.5	21.7	40.7	32.1
		10	2.9	15.1	47.4	34.6
		11	2.4	19.2	54.0	24.4
		12	5.0	23.6	52.5	18.9
24.	Fill out an application form for a job in French	7	11.2	30.0	40.0	18.8
		8	15.1	35.1	36.5	13.3
		9	11.1	24.9	48.8	15.2
		10	7.4	31.3	43.8	17.6
		11	11.3	34.0	41.6	13.1
		12	15.5	39.5	39.1	5.8
25.	Write a letter of application for a job in French	7	13.1	33.4	41.9	11.6
		8	19.1	41.9	30.5	8.5
		9	15.3	32.3	42.4	10.1
		10	11.1	44.6	34.7	9.6
		11	19.7	50.9	23.9	5.5
		12	26.7	48.8	21.7	2.7
26.	Write an acceptable composition in French	7	15.3	40.9	34.7	9.1
		8	26.7	38.5	28.9	5.9
		9	12.7	43.3	33.7	10.3
		10	12.8	45.8	35.5	5.9
		11	14.4	41.6	35.4	8.6
		12	25.9	40.9	26.6	6.6

(continued)

TABLE 58 (continued)

After completing my (the) Grade 12 French course, I would expect (a Grade 12 student) to be able to:

Item no. Item Wording	grade	not at all	a little	quite well	very well
27. Draft a report in French for the media	7	16.4	45.9	31.4	6.3
	8	28.6	44.0	24.9	2.6
	9	19.6	47.3	29.6	3.4
	10	16.9	57.0	22.4	3.7
	11	21.6	57.5	18.8	2.1
	12	35.9	50.6	11.2	2.3

TABLE 59

SUMMARY OF ITEM CROSS-TABULATIONS FOR STUDENTS GRADES 7 TO 12 EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF BILINGUAL EMPLOYMENT - SERVICE TO OTHERS (SUBTEST 5)

I would expect (a Grade 12 student) to have the ability to use the French language after Grade 12 French so that I (he/she) could:

	grade	not at all	a little	quite well	very well
28. Work in a job serving the public in French as a store/hotel clerk	7	21.6	36.2	31.7	10.5
	8	27.4	37.4	28.9	6.3
	9	19.0	45.9	30.3	4.8
	10	21.7	47.8	23.9	6.6
	11	28.1	52.1	17.1	2.7
	12	37.6	48.1	12.8	1.6
29. Relay messages in French as a receptionist, telephone operator, etc.	7	19.7	45.1	27.3	7.9
	8	31.6	36.8	26.1	5.5
	9	27.3	46.2	21.0	5.6
	10	30.1	47.4	16.9	5.5
	11	38.3	47.9	12.1	1.7
	12	56.6	35.3	7.0	1.2
30. Work in both French and English as an information officer or guide for tourists	7	15.2	32.9	38.0	13.9
	8	21.3	38.2	30.5	9.9
	9	19.1	41.3	30.2	9.4
	10	19.5	44.1	26.8	9.6
	11	32.4	45.2	19.0	3.4
	12	48.6	40.2	10.0	1.2
31. Teach a beginner's class in French	7	16.2	23.5	32.7	27.6
	8	23.2	31.0	23.2	22.5
	9	16.7	35.5	27.9	19.9
	10	23.4	35.9	28.9	11.7
	11	25.8	37.5	26.8	10.0
	12	32.8	36.7	23.9	6.6

(continued)

TABLE 59 (continued)

I would expect (a Grade 12 student) to have the ability to use the French language after Grade 12 French so that I (he/she) could:

	grade	not at all	a little	quite well	very well
32. Make public announcements in French	7	17.8	31.4	38.4	12.4
	8	21.6	41.3	27.9	9.3
	9	12.9	36.6	38.7	11.8
	10	13.9	44.3	31.5	10.3
	11	14.1	45.7	34.7	5.5
	12	24.0	46.5	25.2	4.3
33. Type letters in French if someone else drafted the letter	7	13.1	35.4	38.9	12.7
	8	21.9	34.6	30.9	12.6
	9	11.7	32.6	39.0	16.7
	10	11.2	35.4	39.2	14.2
	11	8.7	33.8	39.4	18.1
	12	12.4	35.3	33.7	18.6

TABLE 60

SUMMARY OF ITEM CROSS-TABULATIONS FOR STUDENTS GRADES 7 TO 12 EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF SERVICES IN ENGLISH IN A CANADIAN FRANCOPHONE AREA (SUBTEST 6)

If I were visiting a French-speaking area in Canada, I would expect to be able to:

Item no.	Item Wording	grade	never	seldom	frequently	most of the time
34.	Watch English language TV or listen to English language radio	7	6.2	50.2	27.1	16.5
		8	7.7	37.1	37.1	18.0
		9	3.8	45.2	34.8	16.2
		10	4.0	46.7	36.4	12.9
		11	3.4	44.7	38.5	13.4
		12	5.0	43.8	37.6	13.6
35.	Get service in English when I buy train or plane tickets	7	6.9	32.7	35.8	24.6
		8	7.0	29.4	32.7	30.9
		9	5.2	37.8	33.0	24.1
		10	4.8	36.6	33.7	24.9
		11	6.2	30.6	34.4	28.9
		12	1.9	31.8	39.1	27.1
36.	Have telephone operators serve me in English	7	13.2	36.1	29.8	21.0
		8	12.6	35.9	30.0	21.5
		9	12.1	41.4	26.6	20.0
		10	11.0	45.2	28.3	15.4
		11	11.3	41.2	33.3	14.1
		12	10.1	41.5	32.9	15.5
37.	Have receptionists in provincial government offices serve me in English	7	11.9	33.3	33.6	21.1
		8	8.4	28.9	37.0	25.6
		9	4.5	31.6	32.3	31.6
		10	1.5	28.7	43.0	26.8
		11	4.8	25.2	39.0	31.0
		12	2.3	18.2	45.0	34.5

(continued)

TABLE 60 (continued)

If I were visiting a French-speaking area in Canada, I would expect to be able to:

	grade	never	seldom	frequently	most of the time
38. Be served in English at the post office	7	19.3	34.8	27.8	18.0
	8	9.2	46.5	26.7	17.6
	9	17.1	42.7	25.9	14.3
	10	12.9	46.3	27.2	13.6
	11	12.7	47.1	29.2	11.0
	12	8.9	49.4	26.3	15.4
39. Have people who serve me speak English well	7	11.4	44.2	29.7	14.8
	8	14.7	38.2	32.4	14.7
	9	12.0	53.8	23.6	10.6
	10	15.8	55.3	21.6	7.3
	11	15.1	55.1	25.0	4.8
	12	17.4	56.4	23.2	3.1
40. Have public information booklets application forms from Federal government in English	7	10.1	30.6	30.6	28.7
	8	10.3	26.8	36.8	26.1
	9	7.5	24.3	26.0	42.1
	10	5.1	21.2	37.4	36.3
	11	3.8	20.2	39.0	37.0
	12	4.3	16.7	33.1	45.9
41. Be served in English even if it is barely understandable	7	13.7	41.9	30.3	14.1
	8	13.6	34.1	34.4	17.9
	9	12.1	45.2	29.7	13.1
	10	17.3	35.8	31.0	15.9
	11	11.3	37.5	38.5	12.7
	12	15.1	38.0	34.1	12.8
42. Have waitresses and taxi drivers speak to me in English	7	13.1	45.6	27.8	13.4
	8	15.4	42.5	24.2	17.9
	9	14.7	58.2	20.5	6.5
	10	14.7	57.0	22.8	5.5
	11	16.8	59.2	18.5	5.5
	12	16.3	62.0	18.2	3.5

TABLE 61

SUMMARY OF ITEM CROSS-TABULATIONS FOR STUDENTS GRADES 7 TO 12 EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF GENERAL CANADIAN FRANCOPHONE REACTION (SUBTEST 7)

If visiting a French-speaking area in Canada after completing my (the) Grade 12 French course, I would expect (a Grade 12 student would find) that French-speaking Canadians would:

Item no.	Item Wording	grade	never	seldom	frequently	most of the time
43.	Be like myself (the student) except for the language	7	8.2	21.8	23.7	46.2
		8	8.9	22.5	27.3	41.3
		9	5.5	22.9	24.7	46.9
		10	4.8	20.7	20.3	54.2
		11	4.8	19.2	19.9	56.2
		12	4.6	16.2	24.3	54.8
44.	Be pleased that I (the student) could speak some French	7	4.7	17.0	35.0	43.2
		8	4.8	14.1	33.0	48.1
		9	2.1	9.6	34.0	54.3
		10	1.1	10.8	33.1	55.0
		11	0.0	10.3	37.7	52.1
		12	1.9	9.3	36.3	52.5
45.	Understand me (the student) better when I (he/she) speak(s) French than people in France would	7	11.9	32.3	30.4	25.4
		8	13.2	32.2	32.2	22.3
		9	9.7	22.5	38.8	29.1
		10	8.5	26.2	32.1	33.2
		11	8.3	20.7	36.6	34.5
		12	8.1	20.1	33.6	38.2
46.	Be able to speak to me (the student) in English	7	5.3	47.2	30.5	17.0
		8	5.5	42.5	32.6	19.4
		9	4.1	48.5	35.5	11.9
		10	1.8	52.9	39.0	6.2
		11	4.5	52.4	36.0	7.2
		12	1.9	53.3	40.9	3.9

(continued)

TABLE 61 (continued)

If visiting a French-speaking area in Canada after completing my (the) Grade 12 French course, I would expect (a Grade 12 student would find) that French-speaking Canadians would:

Item no.	Item Wording	grade	never	seldom	frequently	most of the time
47.	Laugh at my (the student's) French	7	28.3	44.0	17.9	9.7
		8	25.6	35.9	26.4	12.1
		9	25.7	41.1	23.3	9.9
		10	22.1	47.8	19.9	10.3
		11	17.5	45.2	29.1	8.2
		12	10.0	44.4	32.4	13.1
48.	Respect or appreciate me (the student) more, if I (the student) could speak French	7	9.2	23.1	37.0	30.7
		8	8.1	23.6	31.7	36.5
		9	4.8	18.2	37.7	39.4
		10	5.9	15.4	39.7	39.0
		11	2.1	12.3	41.4	44.2
		12	3.9	9.7	35.9	50.6
49.	Refuse to speak to me (the student) in English	7	26.6	51.6	16.5	5.4
		8	26.0	55.3	12.5	6.2
		9	30.0	55.1	10.5	4.5
		10	23.2	62.4	10.7	3.7
		11	19.7	62.4	14.5	4.5
		12	17.4	62.0	18.2	2.3
50.	Smile and act friendly	7	3.5	10.1	34.1	52.4
		8	2.6	9.9	36.6	50.9
		9	0.7	6.5	38.7	54.1
		10	1.1	6.3	38.9	53.7
		11	0.7	6.5	43.5	49.3
		12	0.0	5.4	44.4	50.2

(continued)

TABLE 61 (continued)

If visiting a French-speaking area in Canada after completing my (the) Grade 12 French course, I would expect (a Grade 12 student would find) that French-speaking Canadians would:

Item no.	Item Wording	grade	never	seldom	frequently	most of the time
51.	Ignore me (the student) or walk away	7	40.0	50.2	5.7	4.1
		8	34.2	55.1	7.7	2.9
		9	38.8	55.7	4.5	1.0
		10	34.4	59.6	4.1	1.9
		11	32.9	62.7	3.8	0.7
		12	31.3	63.3	4.2	1.2
52.	Treat me (the student) like anyone else if I (the student) could speak French very well	7	2.5	12.0	32.5	53.0
		8	2.6	8.8	31.6	57.0
		9	2.1	10.7	35.2	52.1
		10	1.8	10.7	23.9	63.6
		11	2.1	6.8	27.4	63.7
		12	2.3	7.8	28.3	61.6
53.	Treat me (the student) rudely and impatiently	7	37.2	48.6	10.7	3.5
		8	37.7	52.0	6.6	3.7
		9	42.0	53.1	3.8	1.0
		10	40.4	55.9	3.0	0.7
		11	33.9	61.2	4.5	0.3
		12	28.1	66.8	4.7	0.4

TABLE 62

SUMMARY OF ITEM CROSS-TABULATIONS FOR STUDENTS GRADES 7 TO 12 EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF SPECIFIC CANADIAN FRANCOPHONE REACTION (SUBTEST 8)

If visiting a French-speaking part of Canada after completing my (the) Grade 12 French course, I would expect (a Grade 12 student)(would find that):

Item no.	Item Wording	grade	never	seldom	frequently	most of the time
54.	To try my (his/her) best to speak French to French language Canadians if they would try their best to understand me (the student)	7	2.9	10.8	24.8	61.6
		8	4.8	8.5	26.1	60.7
		9	1.4	4.5	21.9	72.3
		10	0.7	1.5	19.9	77.9
		11	0.3	1.4	21.2	77.1
		12	0.0	1.5	18.9	79.5
55.	To try to speak French to them (the students) and they would try to speak English to me (the student)	7	8.0	28.7	40.8	22.6
		8	7.4	23.9	37.9	30.9
		9	5.8	27.4	39.0	27.7
		10	3.7	28.4	42.4	25.5
		11	4.1	26.7	41.8	27.4
		12	3.5	25.3	48.2	23.0
56.	To try to speak French because they would feel more comfortable in French	7	4.8	16.2	31.5	47.5
		8	5.5	17.7	39.1	37.6
		9	1.7	11.3	44.5	42.5
		10	1.1	9.6	46.7	42.6
		11	1.7	12.0	50.3	36.0
		12	3.1	15.9	48.4	32.6
57.	To try to speak French so that I (the student) would not feel strange or left out	7	7.6	19.9	38.3	34.2
		8	9.9	23.4	38.1	28.6
		9	8.3	26.4	35.1	30.2
		10	8.5	30.6	33.9	26.9
		11	8.2	32.6	37.5	21.6

(continued)

TABLE 62 (continued)

If visiting a French-speaking part of Canada after completing my (the) Grade 12 French course, I would expect (a Grade 12 student)(would find that):

Item no.	Item Wording	grade	never	seldom	frequently	most of the time
58.	French language Canadians would speak to me (the student) in French but a little more slowly	7	7.0	23.2	36.2	33.7
		8	5.1	17.6	40.1	37.1
		9	7.5	15.4	42.1	34.9
		10	4.8	17.6	35.3	42.3
		11	3.1	16.1	41.4	39.4
		12	1.9	13.5	43.6	40.9
59.	They would try to help me (the student) understand in French by gesturing	7	4.8	22.3	42.7	30.3
		8	5.2	22.9	37.3	34.7
		9	1.7	12.0	48.1	38.1
		10	0.7	11.4	42.3	45.6
		11	1.4	10.6	46.2	41.8
		12	0.4	5.8	41.3	52.5
60.	They would try to help me (the student) understand in French by repeating words	7	5.4	29.8	39.1	25.6
		8	4.8	25.6	37.8	31.9
		9	3.4	15.8	48.6	32.2
		10	1.1	14.7	47.1	37.1
		11	1.0	16.4	53.4	29.1
		12	0.8	10.0	48.6	40.5
61.	They would try to help me (the student) understand in French by supplying words	7	4.5	32.3	43.8	19.5
		8	7.4	26.2	39.5	26.9
		9	4.2	26.0	48.1	21.8
		10	1.5	19.7	53.9	24.9
		11	1.7	19.0	53.1	26.2
		12	1.6	12.0	57.4	29.1

(continued)

TABLE 62 (continued)

If visiting a French-speaking part of Canada after completing my (the) Grade 12 French course, I would expect (a Grade 12 student)(would find that):

Item no.	Item Wording	grade	never	seldom	frequently	most of the time
62.	They would try to help me (the student) understand by using English	7	8.0	30.9	40.8	20.3
		8	8.1	32.4	41.2	18.4
		9	5.5	38.3	42.4	13.8
		10	2.9	38.6	44.5	14.0
		11	4.1	41.2	44.7	10.0
		12	1.5	38.6	51.7	8.1
63.	They would try to help me (the student) improve (my) French by correcting (me)	7	5.1	22.4	38.7	33.9
		8	2.9	18.8	40.8	37.5
		9	2.7	20.6	40.5	36.1
		10	1.8	19.5	46.0	32.7
		11	2.1	14.4	54.1	29.5
		12	2.3	19.1	47.9	30.7
64.	They would try to help me (the student) with French as willingly as I (he/she) would help with their English	7	3.8	17.3	42.2	36.7
		8	6.3	13.0	36.3	44.4
		9	0.3	10.3	33.3	56.0
		10	0.0	6.2	37.1	56.6
		11	0.7	7.2	35.3	56.8
		12	0.4	7.0	29.8	62.8
65.	French speaking Canadian would be patient and tolerant of my (the student's) limited French	7	6.5	19.7	42.9	31.0
		8	4.0	18.8	39.7	37.5
		9	2.8	14.2	45.3	37.7
		10	0.0	8.1	49.8	42.1
		11	0.7	12.4	45.7	41.2
		12	0.8	10.8	48.3	40.2

TABLE 63

SUMMARY OF ITEM CROSS-TABULATIONS FOR STUDENTS GRADES 7 TO 12 EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF BILINGUAL EMPLOYMENT AND SOCIAL ADAPTABILITY - SERVICE TO SELF

(SUBTEST 9)

After Grade 12 French, I would expect that my (the student's) abilities in French would permit me (him/her):

Item no.	Item Wording	grade	never	seldom	frequently	most of the time
66.	Wider job opportunities	7	8.1	20.4	38.5	33.0
		8	7.0	21.0	28.0	43.9
		9	2.7	19.9	34.9	42.5
		10	2.6	14.3	32.0	51.1
		11	2.1	22.6	33.2	42.1
		12	8.9	29.0	36.3	25.9
67.	To accept a job requiring English-French bilingualism, e.g. translator, etc.	7	14.0	29.6	34.9	21.5
		8	18.8	29.4	33.5	18.4
		9	16.4	37.7	30.5	15.4
		10	22.8	36.8	23.2	17.3
		11	28.9	47.8	15.5	7.9
		12	49.0	34.4	12.7	3.9
68.	To handle travel requirements in French e.g. getting hotel room, etc.	7	6.5	18.2	47.4	27.9
		8	7.7	20.7	38.7	32.8
		9	3.8	18.0	43.9	34.3
		10	2.6	15.8	48.2	33.5
		11	4.5	26.5	46.4	22.7
		12	7.8	29.2	43.2	19.8
69.	To handle phone calls in French for an employer, if people spoke slowly	7	6.7	24.0	47.1	22.1
		8	11.4	26.8	37.1	24.6
		9	4.5	24.7	43.4	27.4
		10	2.6	21.0	46.5	29.9
		11	3.4	26.9	47.2	22.4
		12	11.3	33.2	39.8	15.6

(continued)

TABLE 63 (continued)

After Grade 12 French, I would expect that my (the student's) abilities in French would permit me (him/her):

Item no. Item Wording	grade	never	seldom	frequently	most of the time
70. To work at a job equally well in English or in French	7	7.7	33.5	39.4	19.4
	8	18.0	30.9	31.6	19.5
	9	14.1	41.0	31.0	13.8
	10	20.2	40.8	25.0	14.0
	11	35.3	45.0	14.2	5.5
	12	54.4	31.3	10.0	4.2
71. To interact freely with French - speaking people in a social situation, e.g. parties	7	6.5	25.5	39.4	28.7
	8	11.1	28.8	33.2	26.9
	9	5.5	32.3	39.9	22.3
	10	3.7	36.4	40.4	19.5
	11	4.8	42.6	36.1	16.5
	12	10.8	48.6	30.1	10.4

TABLE 64

SUMMARY OF ITEM CROSS-TABULATIONS FOR STUDENTS GRADES 7 TO 12 EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF AFFECTIVE BEHAVIOUR AND COMMITMENT (SUBTEST 10)

After finishing my (the) Grade 12 French course, I would expect (a Grade 12 student) to:

Item no. Item Wording	grade	never	seldom	frequently	most of the time
72. Be able to listen patiently to and help French language Canadians who do not speak English well	7	6.1	22.3	34.0	37.5
	8	7.5	19.4	29.9	43.3
	9	0.7	13.5	38.4	47.4
	10	0.7	13.6	39.7	46.0
	11	1.0	12.7	39.9	46.4
	12	2.3	16.7	45.0	36.0
73. Feel comfortable in using my (his/her) French in servicing the public e.g. store or hotel clerk	7	9.8	27.7	38.8	23.8
	8	10.0	34.9	34.6	20.4
	9	5.6	35.8	40.4	18.2
	10	6.7	36.8	41.6	14.9
	11	8.0	50.2	31.8	10.0
	12	21.5	50.4	21.5	6.6
74. Be able to listen patiently to and help any Canadian who does not speak English well	7	6.4	22.5	33.4	37.6
	8	5.9	18.1	37.4	38.5
	9	0.7	13.5	39.2	46.5
	10	1.8	11.4	42.1	44.6
	11	2.4	12.4	39.7	45.5
	12	2.3	15.1	46.3	36.3
75. Have a greater understanding and sympathy for any Canadian who speaks a language other than English	7	9.0	22.6	40.0	28.4
	8	10.9	25.1	34.5	29.6
	9	5.6	16.7	38.9	38.9
	10	5.5	16.9	35.7	41.9
	11	7.9	13.7	32.3	46.0
	12	4.7	10.5	34.5	50.4

(continued)

TABLE 64 (continued)

After finishing my (the) Grade 12 French course, I would expect (a Grade 12 student) to:

Item no. Item Wording	grade	never	seldom	frequently	most of the time
76. Live in a French language area in order to maintain a good standard of spoken French	7	17.2	38.5	30.1	14.2
	8	22.1	37.5	26.6	13.9
	9	18.2	42.0	29.7	10.1
	10	13.3	47.6	25.1	14.0
	11	13.1	46.9	27.9	12.1
	12	19.7	45.2	24.3	10.8
77. Feel comfortable in using my (his/her) French in a social situation	7	11.7	29.9	39.0	19.5
	8	16.8	35.1	28.7	19.4
	9	11.2	34.7	37.2	16.8
	10	8.1	38.4	39.5	14.0
	11	12.5	53.1	24.7	9.7
	12	22.5	53.9	18.2	5.4
78. Have a greater understanding and sympathy for French speaking-Canadians	7	6.8	23.4	36.7	33.1
	8	9.7	27.2	36.2	26.9
	9	6.3	22.4	42.7	28.7
	10	8.9	17.4	39.3	34.4
	11	7.9	15.5	41.6	35.1
	12	5.8	17.8	36.4	39.9

TABLE 35

SUMMARY OF ITEM CROSS-TABULATIONS FOR STUDENTS GRADES 7 TO 12 EXPRESSED IN PERCENTAGES FOR OPINIONS OF THE FRENCH PROGRAM AND RELATED MATTERS (SUBTEST 11)

Item no.	Item Wording	7	8	9	10	11	12
79.	If I find that my expectations of the French program are unfulfilled by the end of the Grade 12 course, then I think that learning French has been for me (the student)						
	a personal satisfaction	25.7	19.0	21.3	24.8	27.6	28.8
	a basis for future study	37.1	33.5	42.7	50.7	55.2	49.8
	a high school credit	28.3	30.9	29.0	21.1	14.8	19.1
	a total waste of time	8.8	16.7	7.0	3.3	2.4	2.3
80.	If I (the student) were speaking with a French language Canadian the most helpful thing he/she could do to help me (the student) understand would be to						
	supply other words in French	14.7	10.9	15.3	11.2	17.6	13.6
	repeat words	14.3	13.5	7.3	4.9	5.9	2.3
	use gestures	25.7	24.0	32.1	28.7	19.0	20.6
	speak more slowly	45.3	51.7	45.3	55.2	57.6	63.4
81.	How would you rate your (child's/students') participation in the French class?						
	participate often and feels free to do so	34.8	33.8	35.1	34.0	36.7	37.1
	a little nervous and unsure	34.8	31.6	35.8	45.5	51.6	46.9
	worry about being called on	16.8	11.5	12.2	9.3	6.6	8.6
	don't participate unless (I) they have to	13.5	23.0	16.8	11.2	5.2	7.4

(continued)

TABLE 65 (continued)

Item no.	Item Wording	7	8	9	10	11	12
82.	After finishing the Grade 12 French course, I would expect (a Grade 12 student) to retain my (Grade 12) proficiency in French for a period of at least two years.						
	strongly agree	15.5	15.3	18.4	14.5	20.7	12.8
	agree	58.6	44.0	56.7	59.5	50.7	47.7
	disagree	18.4	28.7	20.9	21.9	24.8	34.1
	strongly disagree	7.6	11.9	3.9	4.1	3.8	5.4
83.	The biggest frustration in learning French is the small amount of time we (the students) spend in learning it. We (the students) just start to get the "hang" of it and then the course is over.						
	strongly agree	19.7	19.9	20.6	30.0	31.6	29.1
	agree	38.7	38.3	41.6	42.7	41.0	48.1
	disagree	29.5	28.9	32.9	22.5	24.0	18.6
	strongly disagree	12.1	12.8	4.9	4.9	3.5	4.3
84.	I believe that my expectations of my (a Grade 12 student's) competency at the end of Grade 12 can be realized under the present conditions of the French program.						
	strongly agree	9.7	7.3	7.0	6.4	7.0	5.9
	agree	64.5	59.2	68.4	67.5	59.5	53.7
	disagree	19.1	26.9	22.5	22.3	28.2	32.9
	strongly disagree	6.7	6.5	2.1	3.8	5.3	7.5

APPENDIX E

TABLE 66

SUMMARY OF ITEM CROSS-TABULATIONS FOR STUDENTS BY SEX EXPRESSED IN PERCENTAGES OF PERFORMANCE OF AURAL COMPREHENSION (SUBTEST 1)

At the end of my (the) French language course in Grade 12, I would expect (a Grade 12 student) to be able to understand:

Item no.	Item Wording		not at all	a little	quite well	very well
1.	A simple request in French for directions	F	1.2	21.2	55.4	22.2
		M	3.2	26.7	50.5	19.6
2.	The news on the radio in French	F	7.2	63.8	26.0	3.1
		M	12.9	57.4	26.6	3.2
3.	The news on television in French	F	6.1	58.1	31.9	3.8
		M	10.4	53.7	32.8	3.2
4.	The weather report on French television	F	6.0	45.8	39.8	8.4
		M	10.3	41.3	40.8	7.7
5.	The hockey broadcast on French television	F	17.4	53.4	24.9	4.3
		M	12.5	38.9	35.3	13.4
6.	An everyday conversation in French	F	3.4	29.4	44.2	23.0
		M	10.0	36.8	38.2	15.0
7.	A store clerk discussing prices, colours	F	2.1	10.8	39.9	47.3
		M	4.5	12.4	38.2	44.9
8.	A French language movie or TV program	F	10.0	60.1	24.6	5.3
		M	15.7	57.2	23.3	3.8

TABLE 67

SUMMARY OF ITEM CROSS-TABULATIONS FOR STUDENTS BY SEX EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF PERFORMANCE OF ORAL EXPRESSION (SUBTEST 2)

By the end of my (the) Grade 12 French course, I would expect (a Grade 12 student) to be able to:

Item no.	Item Wording		not at all	a little	quite well	very well
9.	Give directions in French to a tourist	F	5.2	31.6	49.4	13.8
		M	9.9	30.6	45.1	14.4
10.	Discuss the news in French	F	20.7	55.8	19.4	4.0
		M	21.5	53.0	22.7	2.9
11.	Talk about the weather in French	F	7.0	39.0	41.0	13.0
		M	11.5	42.6	38.0	7.9
12.	Order a meal in French	F	3.4	23.2	47.7	25.8
		M	6.4	22.4	46.3	24.9
13.	Carry on an everyday conversation in French	F	6.6	32.5	41.3	19.7
		M	14.7	35.3	34.7	15.3
14.	Discuss with store clerk properties of an article in French	F	3.8	28.5	47.9	19.9
		M	7.7	30.8	41.7	19.8
15.	Take part in a French language play	F	22.6	39.7	28.2	9.6
		M	30.2	35.4	24.5	10.0

TABLE 68

SUMMARY OF ITEM CROSS-TABULATIONS FOR STUDENTS BY SEX EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF PERFORMANCE OF READING COMPREHENSION (SUBTEST 3)

After completing my (the) Grade 12 French course, I would expect (a Grade 12 student) to be able to:

Item no. - Item Wording		not at all	a little	quite well	very well
16. Read and understand major French language signs	F	2.2	17.2	42.7	37.9
	M	3.2	18.3	40.0	38.4
17. Read and understand the headlines in a French language newspaper	F	3.7	30.7	45.8	19.9
	M	7.1	30.8	41.9	20.2
18. Read and understand a French language article	F	6.2	51.3	35.9	6.6
	M	12.9	47.8	32.4	6.9
19. Read and understand the comic strips in French	F	3.5	31.0	45.8	19.7
	M	7.5	30.6	38.9	23.0
20. Read and understand newspaper advertisements in French	F	5.1	39.0	43.2	12.7
	M	10.3	42.6	35.5	11.6
21. Read and enjoy a paperback novel in French	F	29.9	47.4	17.8	4.9
	M	34.7	44.3	18.3	2.8
22. Read a French language menu	F	2.6	29.1	45.9	22.5
	M	6.9	28.5	41.2	23.4

TABLE 69

SUMMARY OF ITEM CROSS-TABULATIONS FOR STUDENTS BY SEX EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF PERFORMANCE OF WRITTEN EXPRESSION (SUBTEST 4)

After completing my (the) Grade 12 French course, I would expect (a Grade 12 student) to be able to:

Item no.	Item Wording		not at all	a little	quite well	very well
23.	Write a simple letter in French to a French-speaking friend	F	4.0	17.8	46.9	31.3
		M	8.4	25.5	43.7	22.4
24.	Fill out an application form for a job in French	F	10.4	32.2	42.4	15.0
		M	13.8	32.3	40.8	13.1
25.	Write a letter of application for a job in French	F	15.7	40.9	34.6	8.8
		M	19.4	43.1	30.4	7.1
26.	Write an acceptable composition in French	F	14.6	42.0	34.2	9.1
		M	22.0	41.7	30.4	5.9
27.	Draft a report in French for the media	F	20.6	50.6	25.5	3.3
		M	25.8	50.0	20.4	3.8

TABLE 70

SUMMARY OF ITEM CROSS-TABULATIONS FOR STUDENTS BY SEX EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF BILINGUAL EMPLOYMENT -SERVICE TO OTHERS (SUBTEST 5)

I would expect (a Grade 12 student) to have the ability to use the French language after Grade 12 French so that I (he/she) could:

Item no.	Item Wording		not at all	a little	quite well	very well
28.	Work in a job serving the public in French as a store/hotel clerk	F	24.5	43.9	24.9	6.8
		M	27.1	45.3	23.8	3.8
29.	Relay messages in French as a receptionist, telephone operator, etc.	F	31.9	43.5	19.7	4.9
		M	35.5	43.2	16.9	4.4
30.	Work in both French and English as an information officer or guide for tourists	F	26.4	39.9	25.6	8.1
		M	24.1	41.0	27.0	8.0
31.	Teach a beginner's class in French	F	20.0	32.1	28.7	19.2
		M	26.5	34.9	25.6	13.0
32.	Make public announcements in French	F	15.6	41.3	33.6	9.5
		M	19.5	40.1	31.9	8.5
33.	Type letters in French if someone else drafted the letter	F	10.3	32.3	39.2	18.3
		M	17.3	37.6	33.8	11.4

TABLE 71

SUMMARY OF ITEM CROSS-TABULATIONS FOR STUDENTS BY SEX EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF SERVICES IN ENGLISH IN A CANADIAN FRANCOPHONE AREA (SUBTEST 6)

If I were visiting a French-speaking area in Canada, I would expect to be able to:

Item no.	Item Wording		never	seldom	frequently	most of the time
34.	Watch French language TV or listen to French language radio	F	4.8	45.4	36.0	13.8
		M	5.4	44.1	33.5	17.0
35.	Get service in English when I buy train or plane tickets	F	6.4	34.6	33.0	26.0
		M	3.9	31.2	37.4	27.4
36.	Have telephone operators serve me in English	F	12.4	41.2	30.3	16.1
		M	10.9	38.5	29.9	20.6
37.	Have receptionists in provincial government offices serve me in	F	5.3	28.0	39.9	26.9
		M	6.5	27.9	35.6	30.0
38.	Be served in English at the post office	F	14.6	48.5	24.4	12.5
		M	12.0	38.2	31.4	18.5
39.	Have people who serve me speak English well	F	15.9	52.1	23.7	8.3
		M	12.0	48.0	29.1	10.9
40.	Have public information booklets, application forms from Federal government in English	F	6.6	24.0	33.3	36.0
		M	7.4	23.0	34.2	35.4
41.	Be served in English even if it is barely understandable	F	15.3	39.3	33.1	12.3
		M	11.6	38.1	33.0	17.3
42.	Have waitresses and taxi drivers speak to me in English	F	16.3	56.2	19.8	7.7
		M	13.6	50.5	25.5	10.4

TABLE 72

SUMMARY OF ITEM CROSS-TABULATIONS FOR STUDENTS BY SEX EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF GENERAL CANADIAN FRANCOPHONE REACTION (SUBTEST 7)

If visiting a French-speaking area in Canada after completing my (the) Grade 12 French course, I would expect (a Grade 12 student would find) that French-speaking Canadians would:

Item no.	Item Wording		never	seldom	frequently	most of the time
43.	Be like myself (the student) except for the language	F	5.4	18.4	21.3	55.0
		M	7.4	23.9	26.4	42.3
44.	Be pleased that I (the student) could speak some French	F	1.8	9.3	34.1	54.9
		M	3.5	15.7	36.1	44.7
45.	Understand me (the student) better when I (he/she) speak(s) French than people in France would	F	9.2	24.4	34.0	32.3
		M	11.0	27.9	33.9	27.2
46.	Be able to speak to me (the student) in English	F	3.4	49.9	37.2	9.6
		M	4.6	49.1	33.0	13.3
47.	Laugh at my (the student's) French	F	22.6	44.8	24.1	8.4
		M	20.6	40.4	25.5	13.4
48.	Respect or appreciate me (the student) more, if I (the student) could speak French	F	5.5	17.4	36.1	41.0
		M	5.9	17.0	39.1	38.0
49.	Refuse to speak to me (the student) in English	F	24.8	59.3	12.5	3.5
		M	23.0	55.7	15.6	5.8
50.	Smile and act friendly	F	1.0	5.8	36.2	57.1
		M	2.2	10.0	43.9	43.9
51.	Ignore me (the student) or walk away	F	37.1	57.6	4.0	1.3
		M	33.1	57.6	6.4	2.9

(continued)

TABLE 72 (continued)

If visiting a French-speaking area in Canada after completing my (the) Grade 12 French course, I would expect (a Grade 12 student would find) that French-speaking Canadians would:

Item no.	Item Wording		never	seldom	frequently	most of the time
52.	Treat me (the student) like anyone else if I (the student) could speak French very well	F	2.4	8.3	29.3	60.0
		M	1.9	11.4	30.7	55.9
53.	Treat me (the student) rudely and impatiently	F	37.8	56.2	5.1	0.9
		M	35.2	55.8	6.3	2.8

TABLE 73

SUMMARY OF ITEM CROSS-TABULATIONS FOR STUDENTS BY SEX EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF SPECIFIC CANADIAN FRANCOPHONE REACTION (SUBTEST 8)

If visiting a French-speaking part of Canada after completing my (the) Grade 12 French course, I would expect (a Grade 12 student) (would find that):

Item no.	Item Wording		never	seldom	frequently	most of the time
54.	To try my (his/her) best to speak French to French language Canadians if they would try their best to understand me (the student)	F	1.0	2.6	19.3	77.1
		M	2.8	8.1	26.6	62.6
55.	To try to speak French to them (the students) and they would try to speak English to me (the student)	F	5.2	25.0	41.6	28.3
		M	6.0	29.2	41.6	23.3
56.	To try to speak French because they would feel more comfortable in French	F	2.3	11.9	44.6	41.2
		M	3.9	16.4	41.2	38.4
57.	To try to speak French so that I (the student) would not feel strange or left out	F	8.3	26.4	37.5	27.8
58.	French language Canadians would speak to me (the student) in French but a little more slowly	F	4.9	15.8	39.7	39.7
		M	5.2	19.8	39.8	35.2
59.	They would try to help me (the student) understand in French by gesturing	F	1.6	13.1	41.5	43.7
		M	3.6	16.2	45.4	34.8
60.	They would try to help me (the student) understand in French by repeating words	F	1.8	17.2	44.4	36.6
		M	4.4	21.5	47.7	26.5

(continued)

TABLE 73 (continued)

If visiting a French-speaking part of Canada after completing my (the) Grade 12 French course, I would expect (a Grade 12 student) (would find that):

Item no.	Item Wording		never	seldom	frequently	most of the time
61.	They would try to help me (the student) understand in French by supplying words	F	2.2	19.9	50.6	27.4
		M	5.4	27.3	46.9	20.3
62.	They would try to help me (the student) understand by using English	F	4.7	38.6	43.8	13.0
		M	5.8	33.6	44.5	16.0
63.	They would try to help me (the student) improve(my)French by correcting (me)	F	2.7	17.5	44.5	35.3
		M	3.2	21.4	44.6	30.7
64.	They would try to help me (the student) with French as willingly as I (he/she) would help with their English	F	0.5	6.8	35.5	57.2
		M	3.9	15.6	36.2	44.3
65.	French-speaking Canadians would be patient and tolerant of my (the student's) limited French	F	1.2	12.3	42.8	43.8
		M	4.4	16.8	48.8	30.0

TABLE 74

SUMMARY OF ITEM CROSS-TABULATIONS FOR STUDENTS BY SEX EXPRESSED IN PERCENTAGES FOR EXPECTATION OF BILINGUAL EMPLOYMENT AND SOCIAL ADAPTABILITY - SERVICE TO SELF (SUBTEST 9)

After Grade 12 French, I would expect that my (the student's) abilities in French would permit me (him/her):

Item no.	Item Wording		never	seldom	frequently	most of the time
66.	Wider job opportunities	F	4.9	19.2	35.2	40.7
		M	5.4	24.0	32.0	38.6
67.	To accept a job requiring English-French bilingualism, e.g. translator, etc.	F	24.2	36.2	25.1	14.5
		M	24.8	35.6	25.5	14.0
68.	To handle travel requirements in French e.g. getting a hotel room, etc.	F	4.2	20.9	45.0	30.0
		M	7.2	21.8	44.6	26.4
69.	To handle phone calls in French for an employer, if people spoke slowly	F	5.4	22.9	45.2	22.6
		M	8.1	30.6	41.7	19.6
70.	To work at a job equally well in English or in French	F	25.7	35.8	24.9	13.6
		M	22.2	39.3	26.6	11.8
71.	To interact freely with French-speaking people in a social situation, e.g. parties	F	5.8	35.4	35.8	23.0
		M	8.5	35.7	38.0	17.8

TABLE 75

SUMMARY OF ITEM CROSS-TABULATIONS FOR STUDENTS BY SEX EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF AFFECTIVE BEHAVIOUR AND COMMITMENT (SUBTEST 10)

After finishing my (the) Grade 12 French course, I would expect (a Grade 12 student) to:

Item no.	Item Wording		never	seldom	frequently	most of the time
72.	Be able to listen patiently to and help French language Canadians who do not speak English well	F	1.6	14.8	37.2	46.4
		M	5.1	18.6	38.6	37.7
73.	Feel comfortable in using my (his/her) French in serving the public e.g. store or hotel clerk	F	8.5	38.8	35.5	17.2
		M	12.2	39.6	34.3	13.9
74.	Be able to listen patiently to and help any Canadian who does not speak English well	F	1.6	12.5	37.6	48.4
		M	5.7	20.4	42.2	31.8
75.	Have a greater understanding and sympathy for any Canadian who speaks a language other than English	F	6.5	13.8	35.2	44.5
		M	8.4	23.5	37.4	30.7
76.	Live in a French language area in order to maintain a good standard of spoken French	F	14.2	42.6	28.2	14.9
		M	21.3	43.1	26.5	9.1
77.	Feel comfortable in using my (his/her) French in a social situation	F	12.7	41.0	31.1	15.2
		M	14.9	39.8	32.3	13.1
78.	To have a greater understanding and sympathy for French-speaking Canadians	F	7.3	18.9	36.8	36.9
		M	7.8	23.2	41.9	27.1

TABLE 76

SUMMARY OF ITEM CROSS-TABULATIONS FOR STUDENTS BY SEX EXPRESSED IN PERCENTAGES FOR OPINIONS OF THE FRENCH PROGRAM AND RELATED MATTERS (SUBTEST 11)

Item no.	Item Wording	Female	Male
79.	If I find that my expectations of the French program are unfulfilled by the end of the Grade 12 course, then I think that learning French has been for me (the student)		
	a personal satisfaction	25.2	23.5
	a basis for future study	50.1	37.0
	a high school credit	19.3	30.7
	a total waste of time	5.4	8.8
80.	If I (the student) were speaking with a French language Canadian the most helpful thing he/she could do to help me (the student) understand would be to		
	supply other words in French	14.3	13.1
	repeat words	7.1	9.8
	use gestures	24.4	26.1
	speak more slowly	54.2	51.0
81.	How would you rate your (child's/students') participation in the French class?		
	participate often and feels free to do so	37.6	31.6
	a little nervous and unsure	44.7	35.5
	worry about being called on	9.7	12.9
	don't participate unless (I) they have to	8.1	19.9
82.	After finishing the Grade 12 French course, I would expect (a Grade 12 student) to retain my (Grade 12) proficiency in French for a period of at least two years.		
	strongly agree	16.2	16.1
	agree	56.6	48.0
	disagree	23.9	25.8
	strongly disagree	3.2	10.1

(continued)

TABLE 76 (continued)

Item no. Item Wording	Female	Male
83. The biggest frustration in learning French is the small amount of time we (the students) spend in learning it. We (the students) just start to get the "hang" of it and then the course is over.		
strongly agree	27.2	21.7
agree	44.8	37.1
disagree	22.9	31.2
strongly disagree	5.1	10.0
84. I believe that my expectations of my (a Grade 12 student's) competency at the end of Grade 12 can be realized under the present conditions of the French program.		
strongly agree	6.2	8.9
agree	64.9	58.7
disagree	24.4	26.1
strongly disagree	4.5	6.3

APPENDIX F

TABLE 77

SUMMARY OF ITEM CROSS-TABULATIONS FOR RURAL AND URBAN STUDENTS EXPRESSED IN PERCENTAGES OF PERFORMANCE OF AURAL COMPREHENSION (SUBTEST 1)

At the end of my (the) French language course in Grade 12, I would expect (a Grade 12 student) to be able to understand:

Item no.	Item Wording		not at all	a little	quite well	very well
1.	A simple request in French for directions	R	1.9	28.2	54.3	15.6
		U	2.2	19.2	52.5	26.1
2.	The news on the radio in French	R	10.7	65.0	22.3	2.0
		U	8.6	57.5	29.7	4.1
3.	The news on television in French	R	8.6	59.9	29.7	1.8
		U	7.4	53.0	34.5	5.1
4.	The weather report on French television	R	8.7	49.2	35.6	6.5
		U	7.0	39.2	44.2	9.5
5.	The hockey broadcast on French television	R	17.2	48.0	28.7	6.1
		U	13.9	46.7	29.7	9.6
6.	An everyday conversation in French	R	6.2	35.9	39.8	18.0
		U	5.9	29.3	43.5	21.3
7.	A store clerk discussing prices, colours	R	2.9	12.7	43.4	40.9
		U	3.1	10.4	35.4	51.1
8.	A French language movie or TV program	R	14.3	59.3	22.6	3.8
		U	10.6	58.5	25.4	5.5

TABLE 78

SUMMARY OF ITEM CROSS-TABULATIONS FOR RURAL AND URBAN STUDENTS EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF PERFORMANCE OF ORAL EXPRESSION (SUBTEST 2)

By the end of my (the) Grade 12 French course, I would expect (a Grade 12 student) to be able to:

Item no.	Item Wording		not at all	a little	quite well	very well
9.	Give directions in French to a tourist	R	9.4	36.2	43.9	10.5
		U	5.0	26.7	51.2	17.1
10.	Discuss the news in French	R	23.8	55.1	18.6	2.5
		U	18.7	54.1	22.7	4.6
11.	Talk about the weather in French	R	9.9	45.3	36.9	7.8
		U	8.0	36.1	42.3	13.7
12.	Order a meal in French	R	5.9	24.9	48.7	20.5
		U	3.5	21.0	45.6	29.9
13.	Carry on an everyday conversation in French	R	11.7	35.5	36.1	16.7
		U	8.4	31.9	40.8	18.9
14.	Discuss with store clerk properties of an article in French	R	6.1	30.7	45.9	17.2
		U	4.8	28.2	44.7	22.3
15.	Take part in a French language play	R	26.8	38.7	25.7	8.8
		U	24.7	37.2	27.6	10.5

TABLE 79

SUMMARY OF ITEM CROSS-TABULATIONS FOR RURAL AND URBAN STUDENTS EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF PERFORMANCE OF READING COMPREHENSION (SUBTEST 3)

After completing my (the) Grade 12 French course, I would expect (a Grade 12 student) to be able to:

Item no.	Item Wording		not at all	a little	quite well	very well
16.	Read and understand major French language signs	R	2.8	19.4	44.0	33.8
		U	2.5	16.1	39.5	41.9
17.	Read and understand the headlines in a French language newspaper	R	5.7	34.4	42.3	17.5
		U	4.6	27.5	45.7	22.1
18.	Read and understand a French language newspaper article	R	9.7	54.0	30.6	5.6
		U	8.4	46.0	37.8	7.7
19.	Read and understand the comic strips in French	R	6.2	31.5	45.3	16.9
		U	4.3	30.1	41.0	24.6
20.	Read and understand newspaper advertisements in French	R	8.9	42.2	39.4	9.5
		U	5.8	38.8	40.7	14.7
21.	Read and enjoy a paperback novel in French	R	35.3	44.6	16.5	3.7
		U	28.9	47.5	19.3	4.3
22.	Read a French language menu	R	4.8	34.1	42.3	18.8
		U	4.1	23.9	45.6	26.4

TABLE 80

SUMMARY OF ITEM CROSS-TABULATIONS FOR RURAL AND URBAN STUDENTS EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF PERFORMANCE OF WRITTEN EXPRESSION (SUBTEST 4)

After completing my (the) Grade 12 French course, I would expect (a Grade 12 student) to be able to:

Item no.	Item Wording		not at all	a little	quite well	very well
23.	Write a simple letter in French to a French-speaking friend	R	5.8	24.2	45.6	24.4
		U	5.9	18.2	45.4	30.5
24.	Fill out an application form for a job in French	R	12.2	36.1	41.3	10.4
		U	11.5	28.8	42.0	17.6
25.	Write a letter of application for a job in French	R	18.2	43.7	30.9	7.2
		U	16.5	39.8	34.7	9.0
26.	Write an acceptable composition in French	R	18.4	44.1	30.8	6.6
		U	17.1	39.8	34.3	8.8
27.	Draft a report in French for the media	R	24.0	50.9	21.6	3.4
		U	21.7	49.8	25.1	3.5

TABLE 81

SUMMARY OF ITEM CROSS-TABULATIONS FOR RURAL AND URBAN STUDENTS EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF BILINGUAL EMPLOYMENT - SERVICE TO OTHERS (SUBTEST 5)

I would expect (a Grade 12 student) to have the ability to use the French language after Grade 12 French so that I (he/she) could:

Item no.	Item Wording		not at all	a little	quite well	very well
28.	Work in a job serving the public in French as a store/hotel clerk	R	27.6	46.2	21.7	4.4
		U	23.8	42.8	26.9	6.5
29.	Relay messages in French as a receptionist, telephone operator, etc.	R	35.6	44.2	16.1	4.1
		U	31.3	42.5	21.0	5.2
30.	Work in both French and English as an information officer or guide for tourists	R	27.1	44.0	22.7	6.2
		U	24.2	36.7	29.3	9.8
31.	Teach a beginner's class in French	R	22.5	35.8	27.4	14.3
		U	23.0	30.7	27.4	18.8
32.	Make public announcements in French	R	18.8	43.8	30.3	7.1
		U	15.8	37.9	35.5	10.8
33.	Type letters in French if someone else drafted the letter	R	13.9	35.0	36.8	14.4
		U	12.4	34.1	37.1	16.4

TABLE 82

SUMMARY OF ITEM CROSS-TABULATIONS FOR RURAL AND URBAN STUDENTS EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF SERVICES IN ENGLISH IN A CANADIAN FRANCOPHONE AREA (SUBTEST 6)

If I were visiting a French-speaking area in Canada, I would expect to be able to:

Item no.	Item Wording		never	seldom	frequently	most of the time
34.	Watch English language TV or listen to English language radio	R	5.4	48.4	33.4	12.8
		U	4.7	41.5	36.5	17.3
35.	Get service in English when I buy train or plane tickets	R	5.5	33.1	36.1	25.3
		U	5.3	33.2	33.6	27.9
36.	Have telephone operators serve me in English	R	12.8	38.8	30.7	17.6
		U	10.8	41.3	29.6	18.3
37.	Have receptionists in provincial government offices serve me in English	R	5.3	27.8	39.1	27.8
		U	6.2	28.0	37.2	28.7
38.	Be served in English at the post office	R	15.6	46.3	25.4	12.7
		U	11.7	42.2	28.9	17.2
39.	Have people who serve me speak English well	R	14.2	51.2	24.1	10.4
		U	14.3	49.6	27.7	8.4
40.	Have public information booklets, application forms from Federal government in English	R	6.8	22.5	33.9	36.9
		U	7.1	24.5	33.5	34.9
41.	Be served in English even if it is barely understandable	R	14.0	36.7	35.0	14.3
		U	13.6	40.9	31.1	14.5
42.	Have waitresses and taxi drivers speak to me in English	R	15.2	53.4	22.7	8.7
		U	15.0	54.4	21.6	9.0

TABLE 83

SUMMARY OF ITEM CROSS-TABULATIONS FOR RURAL AND URBAN STUDENTS EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF GENERAL CANADIAN FRANCOPHONE REACTION (SUBTEST 7)

If visiting a French-speaking area in Canada after completing my (the) Grade 12 French course, I would expect (a Grade 12 student would find) that French-speaking Canadians would:

Item no.	Item Wording		never	seldom	frequently	most of the time
43.	Be like myself (the student) except for the language	R	6.7	20.8	22.0	50.5
		U	5.7	20.5	24.5	49.3
44.	Be pleased that I (the student) could speak some French	R	2.2	11.6	35.1	51.0
		U	2.7	12.3	34.6	50.4
45.	Understand me (the student) better when I (he/she) speak(s) French than people in France would	R	10.6	24.8	33.8	30.7
		U	9.4	26.7	34.0	29.9
46.	Be able to speak to me (the student) in English	R	3.8	48.0	37.1	11.1
		U	4.0	50.7	34.1	11.2
47.	Laugh at my (the student's) French	R	21.4	41.9	25.2	11.4
		U	22.2	44.1	24.1	9.6
48.	Respect or appreciate me (the student) more, if I (the student) could speak French	R	6.3	18.2	37.6	37.9
		U	5.2	16.3	37.0	41.5
49.	Refuse to speak to me (the student) in English	R	25.7	56.0	13.8	4.6
		U	22.4	59.4	13.8	4.4
50.	Smile and act friendly	R	1.7	7.7	35.5	55.0
		U	1.2	7.3	42.6	48.8
51.	Ignore me (the student) or walk away	R	33.4	60.4	4.8	1.4
		U	37.3	55.0	5.2	2.6

(continued)

TABLE 83 (continued)

If visiting a French-speaking area in Canada after completing my (the) Grade 12 French course, I would expect (a Grade 12 student would find) that French-speaking Canadians would:

Item no.	Item Wording		never	seldom	frequently	most of the time
52.	Treat me (the student) like anyone else if I (the student) could speak French very well	R	2.0	10.7	30.1	57.2
		U	2.5	8.4	29.8	59.3
53.	Treat me (the student) rudely and impatiently	R	38.4	55.2	4.8	1.6
		U	35.1	56.8	6.4	1.7

TABLE 84

SUMMARY OF ITEM CROSS-TABULATIONS FOR RURAL AND URBAN STUDENTS EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF SPECIFIC CANADIAN FRANCOPHONE REACTION (SUBTEST 8)

If visiting a French-speaking part of Canada after completing my (the) Grade 12 French course, I would expect (a Grade 12 student) (would find that):

Item no.	Item Wording		never	seldom	frequently	most of the time
54.	To try my (his/her) best to speak French to French language Canadians if they would try their best to understand me (the student)	R U	2.1 1.3	4.6 5.1	21.8 22.6	71.6 71.0
55.	To try to speak French to them (the students) and they would try to speak English to me (the student)	R U	5.3 5.6	25.6 27.8	42.3 40.9	26.8 25.6
56.	To try to speak French because they would feel more comfortable in French	R U	2.8 3.1	14.8 12.8	43.0 43.4	39.4 40.6
57.	To try to speak French so that I (the student) would not feel strange or left out.	R U	8.3 9.3	27.2 26.9	38.2 36.1	26.2 27.7
58.	French language Canadians would speak to me (the student) in French but a little more slowly	R U	5.7 4.4	17.5 17.3	39.8 39.7	37.1 38.7
59.	They would try to help me (the student) understand in French by gesturing	R U	2.2 2.6	13.3 15.3	42.9 43.2	41.6 38.9
60.	They would try to help me (the student) understand in French by repeating words	R U	2.3 3.3	17.9 19.9	45.6 45.8	34.1 31.0

(continued)

TABLE 84 (continued)

If visiting a French-speaking part of Canada after completing my (the) Grade 12 French course, I would expect (a Grade 12 student) (would find that):

Item no.	Item Wording		never	seldom	frequently	most of the time
61.	They would try to help me (the student) understand in French by supplying words	R U	2.6 4.3	23.8 21.9	46.9 51.1	26.7 22.6
62.	They would try to help me (the student) understand by using English	R U	4.6 5.6	36.0 37.1	44.5 43.7	15.0 13.5
63.	They would try to help me (the student) improve(my)French by correcting (me)	R U	2.3 3.4	19.4 18.9	43.8 45.3	34.5 32.4
64.	They would try to help me (the student) with French as willingly as I (he/she) would help with their English	R U	2.0 1.9	10.9 9.8	34.7 36.9	52.5 51.4
65.	French-speaking Canadians would be patient and tolerant of my (the student's) limited French	R U	3.1 2.0	15.7 12.7	43.9 46.4	37.3 38.9

TABLE 85

SUMMARY OF ITEM CROSS-TABULATIONS FOR RURAL AND URBAN STUDENTS EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF BILINGUAL EMPLOYMENT AND SOCIAL ADAPTABILITY - SERVICE TO SELF (SUBTEST 9)

After Grade 12 French, I would expect that my (the student's) abilities in French would permit me (him/her):

Item no.	Item Wording		never	seldom	frequently	most of the time
66.	Wider job opportunities	R	5.4	23.5	33.6	37.5
		U	5.0	19.0	34.2	41.8
67.	To accept a job requiring English-French bilingualism, e.g. translator, etc.	R	25.8	37.5	23.9	12.9
		U	23.3	34.6	26.6	15.5
68.	To handle travel requirements in French e.g. getting hotel room, etc.	R	5.4	24.3	46.3	24.0
		U	5.5	18.5	43.3	32.7
69.	To handle phone calls in French for an employer, if people spoke slowly	R	6.7	28.9	43.6	20.7
		U	6.4	23.3	43.8	26.5
70.	To work at a job equally well in English or in French	R	24.8	38.2	25.2	11.8
		U	24.0	36.2	25.9	13.9
71.	To interact freely with French speaking people in a social situation, e.g. parties.	R	7.8	37.4	36.4	18.4
		U	6.2	33.6	36.9	23.3

TABLE 86

SUMMARY OF ITEM CROSS-TABULATIONS FOR RURAL AND URBAN STUDENTS EXPRESSED IN PERCENTAGES FOR EXPECTATIONS OF AFFECTIVE BEHAVIOUR AND COMMITMENT (SUBTEST 10)

After finishing my (the) Grade 12 French course, I would expect (a Grade 12 student) to:

Item no.	Item Wording		never	seldom	frequently	most of the time
72.	Be able to listen patiently to and help French language Canadians who do not speak English well	R U	3.9 2.4	17.3 15.6	36.8 38.5	42.1 43.4
73.	Feel comfortable in using my (his/her) French in serving the public e.g. store or hotel clerk	R U	10.3 9.9	44.4 34.2	30.6 39.0	14.8 16.9
74.	Be able to listen patiently to and help any Canadian who does not speak English well	R U	4.0 2.7	16.6 14.8	37.0 41.8	42.5 40.7
75.	Have a greater understanding and sympathy for any Canadian who speaks a language other than English	R U	7.2 7.4	18.1 17.3	35.6 36.5	39.1 38.9
76.	Live in a French language area in order to maintain a good standard of spoken French	R U	17.9 16.5	43.2 42.6	27.6 27.2	11.3 13.7
77.	Feel comfortable in using my (his/her) French in a social situation	R U	16.0 11.5	42.1 39.2	29.4 33.4	12.5 15.9
78.	To have a greater understanding and sympathy for French-speaking Canadians	R U	7.1 8.0	21.8 19.5	39.3 38.4	31.7 34.1

TABLE 87

SUMMARY OF ITEM CROSS-TABULATIONS FOR RURAL AND URBAN STUDENTS EXPRESSED IN PERCENTAGES FOR OPINIONS OF THE FRENCH PROGRAM AND RELATED MATTERS (SUBTEST 11)

Item no.	Item Wording	Rural	Urban
79.	If I find that my expectations of the French program are unfulfilled by the end of the Grade 12 course, then I think that learning French has been for me (the student)		
	a personal satisfaction	25.0	24.1
	a basis for future study	44.1	45.3
	a high school credit	25.1	22.9
	a total waste of time	5.7	7.7
80.	If I (the student) were speaking with a French language Canadian the most helpful thing he/she could do to help me (the student) understand would be to		
	supply other words in French	11.7	16.0
	repeat words	9.2	7.3
	use gestures	28.0	22.4
	speak more slowly	51.2	54.3
81.	How would you rate your (child's/students') participation in the French class?		
	participate often and feels free to do so	37.6	33.1
	a little nervous and unsure	40.2	41.6
	worry about being called on	11.1	10.8
	don't participate unless (I) they have to	11.1	14.5
82.	After finishing the Grade 12 French course, I would expect (a Grade 12 student) to retain my (Grade 12) proficiency in French for a period of at least two years.		
	strongly agree	14.4	17.9
	agree	54.6	51.5
	disagree	24.7	24.5
	strongly disagree	6.2	6.1

(continued)

TABLE 87 (continued)

Item no. Item Wording	Rural	Urban
83. The biggest frustration in learning French is the small amount of time we (the students) spend in learning it. We (the students) just start to get the "hang" of it and then the course is over.		
strongly agree	27.3	22.9
agree	44.5	39.0
disagree	23.6	28.7
strongly disagree	4.7	9.4
84. I believe that my expectations of my (a Grade 12 student's) competency at the end of Grade 12 can be realized under the present conditions of the French program.		
strongly agree	5.6	8.8
agree	65.0	59.9
disagree	24.0	26.2
strongly disagree	5.4	5.2

APPENDIX G_1

TABLE 88A

HIGH EXPECTATION PROFILE GROUP--GRADE 7 RURAL FEMALE

						Subtests of Expectation Total Possible Scores									
Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3112031	11	117(?)	4	5	253	27	25	26	20	19	15	36	37	23	25
3112091	12	--	4	5	252	23	23	27	13	17	21	37	44	23	24
3114041	12	113(?)	5	5	260	26	23	23	18	21	26	36	40	21	26
3114071	13	104(?)	5	4	255	27	26	28	17	21	26	34	33	21	22
3114091	12	95(?)	3	2	256	24	25	26	17	22	32	39	33	19	19
3114101	12	115(?)	5	5	274	24	26	23	16	21	29	41	46	22	26
3114201	12	131(?)	5	5	253	26	25	24	16	18	27	34	38	21	24
3114011	12	111(?)	5	5	252	23	20	22	16	18	24	37	47	21	24

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 88B

HIGH EXPECTATION PROFILE GROUP - GRADE 7 RURAL FEMALE

Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class participation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
3112031	2	4	2	A	D	A	Fr.	Yes	2	Yes	1	No	No	1
3112091	2	4	2	A	SA	A	Eng.	Yes	2	Yes	1	No	No	3
3114041	3	3	2	A	A	A	Eng.	No	1	Yes	-	No	No	2
3114071	3	4	3	A	A	A	Eng.	No	1	Yes	-	No	No	2
3114091	3	3	2	A	A	A	Eng.	No	1	Yes	-	No	Yes	3
3114101	2	4	1	SA	D	D	Eng.	No	1	Yes	-	No	No	1
3114201	3	3	2	A	A	A	Eng.	No	1	Yes	-	-	No	2
3114011	2	2	1	A	SD	A	Eng.	No	1	Yes	-	Yes	No	1
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disappointed			1. very good 2. satisfactory 3. so-so 4. poor

TABLE 89A

LOW EXPECTATION PROFILE GROUP--GRADE 7 RURAL FEMALE

Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Subtests of Expectation Total Possible Scores									
						Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3110241	12	95(2)	5	4	166	17	12	12	7	10	19	24	37	14	14
3111211	13	81(2)	3	3	160	16	12	11	7	7	25	30	30	8	14
3112131	12	--	3	2	152	13	10	14	9	7	21	28	24	12	14
3113031	12	114(2)	4	5	159	16	12	10	5	9	34	31	22	9	11
3113101	12	107(2)	3	5	164	18	11	14	6	9	24	26	30	11	15
3115101	12	--	2	2	148	14	10	10	7	11	17	34	22	10	13
3114171	12	114(?)	3	4	174	22	11	13	10	4	26	26	34	14	14
3115141	12	--	1	3	176	21	15	16	8	10	18	32	31	11	14

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 89B

LOW EXPECTATION PROFILE GROUP - GRADE 7 RURAL FEMALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3110241	2	1	1	A	A	A	Eng.	No	1	Yes	-	No	No	3
3111211	4	2	1	AA	D	A	Eng.	No	1	Yes	2	Yes	Yes	4
3112131	4	4	4	SD	SD	SD	Eng.	Yes	1	No	2	No	Yes	4
3113031	3	2	1	A	A	D	Eng.	No	1	No	2	No	No	2
3113101	2	3	4	A	A	SA	Eng.	No	1	Yes	-	No	No	2
3115101	3	2	3	D	D	SA	Eng.	Yes	1	Yes	2	-	-	2
3114171	1	4	1	D	SA	A	Eng.	No	1	No	2	No	No	2
3115141	1	1	2	A	D	SD	Eng.	No	1	No	2	No	No	2
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed			1. very good 2. satis-factory 3. so-so 4. poor

TABLE 90A

HIGH EXPECTATION PROFILE GROUP--GRADE 7 RURAL MALE

Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Subtests of Expectation Total Possible Scores									
						Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3110202	12	104(2)	3	4	281	30	26	27	18	18	32	38	44	21	27
3114152	12	102(?)	4	5	274	25	21	21	15	18	35	39	48	24	28
3114242	12	116(?)	5	5	278	28	24	26	17	21	31	36	45	24	26
3110092	12	--	4	2	251	24	23	25	16	18	26	40	39	18	22
3111032	11	127(2)	5	5	258	25	25	21	17	21	27	38	40	19	25
3110042	11	98(2)	4	4	254	29	26	28	17	19	23	35	39	15	23
3113132	12	116(2)	3	3	245	27	22	25	14	19	25	35	40	20	18
3114062	13	--	4	4	247	23	26	22	16	15	29	33	38	19	26

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 90B

HIGH EXPECTATION PROFILE GROUP - GRADE 7 RURAL MALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3110202	-	-	1	SA	A	A	Eng.	No	1	No	2	No	No	2
3114152	1	1	2	A	SA	SA	Eng.	No	1	No	2	Yes	No	2
3114242	3	3	2	A	D	A	Eng.	No	1	Yes	-	No	No	1
3110092	2	3	2	SD	SD	A	Eng.	No	1	No	2	No	No	2
311032	1	4	1	A	SA	A	Eng.	No	1	Yes	-	No	No	1
3110042	3	1	1	SD	A	A	Eng.	No	1	Yes	1	Yes	Yes	1
3113132	2	3	1	SA	SD	A	Eng.	Yes	1	Yes	-	No	Yes	2
3114062	3	4	4	A	SA	D	Eng.	No	2	No	2	No	No	3
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed			1. very good 2. satis-factory 3. so-so 4. poor

TABLE 91A

LOW EXPECTATION PROFILE GROUP--GRADE 7 RURAL MALE

						Subtests of Expectation Total Possible Scores									
Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3110012	13	103(1)	-	3	151	12	12	11	12	9	21	30	24	8	12
3110032	12	--	4	2	147	16	15	16	8	6	23	30	16	9	8
3110062	13	100(2)	4	2	154	16	9	14	8	9	17	34	24	12	11
3110172	12	60(2)	4	2	153	24	14	17	11	9	22	24	18	6	8
3111192	11	117(2)	4	4	115	11	8	8	5	8	15	22	23	6	9
3113162	13	109(2)	1	1	148	8	13	9	5	10	32	26	24	10	11
3114182	12	--	4	3	156	17	15	16	7	7	17	28	21	11	17
3114232	13	94(?)	3	4	152	10	7	7	5	6	9	28	48	20	12

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 91B

LOW EXPECTATION PROFILE GROUP - GRADE 7 RURAL MALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3110012	2	3	2	SA	SA	D	Eng.	No	1	No	2	No	No	3
3110032	1	1	1	SA	SA	SA	Eng.	No	-	No	-	No	No	4
3110062	3	4	4	A	A	A	-	-	-	-	-	-	-	-
3110172	4	1	2	SA	A	SA	Eng.	No	1	Yes	3	No	No	2
3111192	1	3	2	SD	SD	-	Eng.	No	1	No	2	No	No	4
3113162	4	4	4	SD	SD	SD	Eng.	Yes	2	No	-	No	No	2
3114182	3	2	1	A	A	A	Eng.	No	1	No	1	No	No	1
3114232	4	2	4	D	-	SD	Eng.	Yes	2	No	2	No	No	4
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed			1. very good 2. satis-factory 3. so-so 4. poor

TABLE 92A

HIGH EXPECTATION PROFILE GROUP--GRADE 7 URBAN FEMALE

Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Subtests of Expectation Total Possible Scores									
						Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3120231	12	108(1)	4	4	283	31	28	28	19	24	25	36	42	23	27
3129081	12	102(1)	4	3	272	26	25	22	15	18	29	41	46	24	26
3120271	12	--	3	3	271	22	20	24	17	20	34	40	47	22	25
3128171	11	118(1)	-	5	269	26	26	24	14	18	28	37	46	24	26
3120041	12	78(1)	2	3	263	21	23	22	15	17	32	37	45	24	27
3128121	11	126(1)	-	5	262	26	23	23	17	21	24	38	47	19	24
3128041	11	130(1)	-	5	260	29	26	23	20	23	24	34	33	22	26
3128111	11	110(1)	-	5	254	27	25	23	18	21	21	32	41	22	24

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 92B

HIGH EXPECTATION PROFILE GROUP - GRADE 7 URBAN FEMALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3120231	2	3	3	A	A	A	Eng.	No	4	Yes	-	Yes	No	4
3129081	3	3	1	D	SA	A	Eng.	No	1	No	2	No	No	2
3120271	1	4	3	A	SA	A	Eng.	No	4	Yes	-	No	No	3
3128171	1	1	2	A	A	A	Eng.	No	1	Yes	-	No	No	1
3120041	2	1	1	SA	-	A	Eng.	No	1	Yes	-	No	No	2
3128121	1	1	1	SA	D	A	Eng.	No	1	Yes	-	No	No	3
3128041	2	3	1	SA	A	D	Eng.	No	1	Yes	2	No	No	2
3128111	1	1	1	SA	D	A	Eng.	No	1	Yes	-	No	No	2
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed			1. very good 2. satis-factory 3. so-so 4. poor

TABLE 93A

LOW EXPECTATION PROFILE GROUP--GRADE 7 URBAN FEMALE

						Subtests of Expectation Total Possible Scores									
Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3121401	12	101(1)	4	3	157	17	12	13	10	9	17	27	28	10	14
3127301	13	78(1)	3	3	132	14	10	9	5	8	15	28	23	9	11
3129171	13	90(1)	3	4	148	9	12	15	8	10	19	30	20	12	13
3129181	13	106(1)	4	3	193	21	23	17	10	6	25	31	32	14	14
3121311	12	98(1)	4	4	186	18	18	15	12	13	22	30	29	12	17
3127111	13	94(1)	2	1	176	19	14	15	11	14	13	29	29	15	17
3121301	12	114(1)	3	3	194	18	17	20	14	10	15	33	34	16	17
3128321	11	129(1)	-	5	185	20	18	15	15	9	19	33	28	9	19

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 93B

LOW EXPECTATION PROFILE GROUP - GRADE 7 URBAN FEMALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3121401	4	3	1	A	A	SA	Eng.	No	1	No	2	No	No	2
3127301	1	3	2	D	SA	A	Eng.	No	1	No	2	No	No	4
3129171	2	3	3	D	A	SA	Eng.	No	2	Yes	2	No	No	4
3129181	3	3	1	D	A	A	Eng.	No	1	No	2	No	No	2
3121311	2	3	1	D	SA	A	Eng.	Yes	3	No	2	Yes	Yes	3
3127111	1	3	2	D	A	D	Cree	No	1	No	2	No	No	4
3121301	4	3	4	A	D	D	Eng.	No	4	No	2	No	No	4
3128321	3	4	1	A	A	SA	Fr.	Yes	2	Yes	1	-	No	2
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed			1. very good 2. satis-factory 3. so-so 4. poor

TABLE 94A

HIGH EXPECTATION PROFILE GROUP--GRADE 7 URBAN MALE

Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Subtests of Expectation Total Possible Scores									
						Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3120222	12	--	4	3	268	29	25	26	20	24	23	36	37	22	26
3121112	12	109(1)	5	5	264	27	23	22	16	20	30	37	42	23	24
3122032	13	93(1)	3	5	260	24	21	25	10	19	28	43	42	21	27
3122142	13	73(1)	2	2	261	18	19	22	19	23	34	34	43	23	26
3122172	12	134(1)	5	5	252	25	24	21	16	17	23	42	46	19	19
3122112	12	129(1)	5	5	242	27	24	24	18	19	23	32	37	16	22
3128192	12	102(1)	-	4	243	27	24	24	16	22	25	27	36	20	22
3121322	12	110(1)	3	2	252	26	23	24	17	18	30	31	41	20	22

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 343

HIGH EXPECTATION PROFILE GROUP - GRADE 7 URBAN MALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3120222	2	1	1	SA	SA	A	Eng.	No	1	Yes	-	No	No	2
3121112	2	4	1	SA	D	A	Eng.	No	4	Yes	-	No	No	1
3122032	1	1	2	D	SA	SA	Fr.	Yes	2	No	1	No	No	2
3122142	2	3	2	A	A	A	Eng.	No	4	No	2	No	No	4
3122172	2	4	1	A	A	A	Eng.	No	4	Yes	2	No	-	1
3122112	2	4	1	SA	SA	SA	Eng.	No	4	Yes	-	No	No	1
3128192	3	4	3	D	D	D	Eng.	Yes	1	No	3	No	Yes	1
3121322	-	-	4	A	D	SD	Eng.	No	4	No	2	No	No	2
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed			1. very good 2. satis-factory 3. so-so 4. poor

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TABLE 95A

LOW EXPECTATION PROFILE GROUP--GRADE 7 URBAN MALE

Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
						Subtests of Expectation Total Possible Scores									
3121232	12	125(1)	3	1	162	16	10	13	6	6	16	34	30	14	17
3121242	12	109(1)	3	1	167	15	12	7	6	8	13	37	40	15	14
3122202	13	97(1)	2	2	155	13	14	14	14	9	24	18	27	14	8
3122212	12	92(1)	1	2	167	23	13	12	9	7	17	30	30	11	15
3127072	12	90(1)	2	1	156	15	12	11	7	7	25	25	26	10	18
3129092	14	95(1)	2	3	160	16	14	14	10	12	18	26	24	12	14
3129122	15	78(1)	2	2	151	15	10	15	10	9	18	23	26	12	13
3129152	13	58(1)	2	2	125	10	7	11	6	13	18	25	16	9	10

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 95B

LOW EXPECTATION PROFILE GROUP - GRADE 7 URBAN MALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3121232	4	4	4	SD	SD	SD	Eng.	No	2	No	3	No	No	4
3121242	2	2	2	D	SA	A	Eng.	No	3	Yes	2	No	No	3
3122202	4	4	3	D	SA	D	Eng.	No	3	No	2	No	No	3
3122212	2	4	3	A	A	A	Eng.	No	3	No	2	No	No	3
3127072	3	1	2	D	D	D	Eng.	Yes	1	No	1	No	No	2
3129092	4	4	4	SD	SD	SD	Eng.	No	1	No	2	No	No	2
3129122	3	3	3	D	A	A	Eng.	No	1	Yes	1	No	No	3
3129152	1	1	1	SA	SA	SA	Eng.	No	1	No	3	No	No	4
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed			1. very good 2. satis-factory 3. so-so 4. poor

TABLE 96A

HIGH EXPECTATION PROFILE GROUP--GRADE 8 RURAL FEMALE

						Subtests of Expectation Total Possible Scores									
Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3210211	13	110(1)	4	5	266	30	25	25	19	21	18	36	44	22	26
3212241	13	--	5	4	265	27	26	26	19	20	26	34	42	20	25
3213151	13	107(2)	5	5	264	27	26	24	19	22	19	41	39	23	24
3215101	13	--	5	5	275	27	24	24	18	19	30	42	46	20	26
3210081	13	--	5	5	260	23	21	25	17	19	24	38	45	22	26
3213121	14	102(2)	4	3	256	19	26	22	17	16	32	37	41	22	24
3214061	13	115(?)	3	5	255	26	24	27	18	17	20	37	41	23	22
3215161	13	--	4	4	263	24	20	23	18	13	29	42	46	21	27

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 96B

HIGH EXPECTATION PROFILE GROUP - GRADE 8 RURAL FEMALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3210211	2	2	2	A	A	D	Eng.	No	2	No	2	No	No	2
3212241	1	4	2	A	A	D	Eng.	No	3	Yes	-	No	No	1
3213151	2	4	1	A	A	A	Eng.	No	2	Yes	-	No	No	1
3215101	4	4	4	A	D	D	Eng.	No	2	Yes	-	No	Yes	2
3210081	2	4	3	SA	D	A	-	No	2	No	4	No	No	2
3213121	2	2	1	SA	SD	A	Eng.	No	2	Yes	-	Yes	No	2
3214061	2	3	2	SA	A	A	Eng.	Yes	2	Yes	-	No	No	2
3215161	1	4	3	A	SA	A	Eng.	No	2	No	2	No	No	1
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed			1. very good 2. satis-factory 3. so-so 4. poor

TABLE 97A

LOW EXPECTATION PROFILE GROUP--GRADE 8 RURAL FEMALE

						Subtests of Expectation Total Possible Scores									
Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3212161	13	--	4	4	169	14	17	15	13	16	15	29	26	13	[illegible]1
3213201	13	128(2)	4	5	188	20	12	15	12	13	23	25	35	14	19
3211071	13	94(2)	4	1	195	16	14	13	8	10	14	38	42	18	22
3215061	13 --		4	5	203	17	17	15	8	7	28	36	44	11	20
3214231	13	98(?)	3	4	184	14	11	13	10	11	36	32	36	7	14
3215011	13	--	4	3	172	14	12	13	8	7	23	37	30	13	15
3214171	13	95(?)	3	2	204	19	16	15	11	13	17	29	40	21	23
3213131	14	87(1)	-	2	201	16	14	14	10	12	18	32	43	18	24

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 97B

LOW EXPECTATION PROFILE GROUP - GRADE 8 RURAL FEMALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3212161	4	4	2	SD	SD	D	Eng.	No	2	No	1	No	No	3
3213201	4	4	1	A	A	D	Eng.	No	2	Yes	-	No	No	1
3211071	1	2	4	A	A	A	Eng.	No	2	No	4	No	No	3
3215061	3	4	1	A	D	A	Eng.	No	2	No	2	No	No	3
3214231	4	4	3	D	SA	SA	Eng.	No	2	No	2	No	No	4
3215011	4	4	4	A	D	D	Eng.	No	2	No	2	No	No	2
3214171	3	3	3	D	A	A	Eng.	No	2	No	4	Yes	No	3
3213131	1	3	1	A	A	A	Eng.	Yes	1	Yes	-	No	No	4
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed			1. very good 2. satis-factory 3. so-so 4. poor

TABLE 98A

HIGH EXPECTATION PROFILE GROUP--GRADE 8 RURAL MALE

						Subtests of Expectation Total Possible Scores									
Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3212192	13	100(?)	3	4	279	24	23	27	18	23	32	42	43	24	23
3220022	13	132(1)	4	4	238	25	20	25	16	21	26	30	39	17	19
3212022	13	--	4	5	256	27	22	25	18	19	27	37	36	21	24
3212182	12	--	4	5	244	20	22	21	17	19	26	36	37	21	25
3213022	13	118(2)	4	3	248	24	19	22	16	19	23	42	41	20	22
3215072	13	--	5	5	234	22	19	17	13	14	30	34	40	23	22
3215112	13	--	3	4	239	23	23	20	15	18	23	33	41	20	23
3213182	14	105(2)	3	3	230	19	23	25	16	18	21	32	37	17	22

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 98B

HIGH EXPECTATION PROFILE GROUP - GRADE 8 RURAL MALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class participation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3212192	3	4	4	SA	SA	A	Eng.	No	2	Yes	-	No	Yes	1
3220022	3	4	4	A	SD	A	Eng.	Yes	2	Yes	2	No	No	2
3212022	2	3	1	SA	A	SA	Eng.	No	2	Yes	-	Yes	Yes	2
3212182	2	4	1	SA	A	A	Eng.	No	1	Yes	1	No	No	1
3213022	3	4	2	A	SA	A	Eng.	Yes	2	No	4	No	Yes	3
3215072	3	1	2	A	D	A	Eng.	No	2	Yes	-	No	No	3
3215112	2	1	4	A	D	D	Eng.	No	2	No	4	No	No	3
3213182	1	2	2	D	A	A	Eng.	No	2	No	4	No	No	4
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disappointed			1. very good 2. satisfactory 3. so-so 4. poor

TABLE 99A

LOW EXPECTATION PROFILE GROUP--GRADE 8 RURAL MALE

						Subtests of Expectation Total Possible Scores									
Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3210022	14	--	2	2	122	11	7	7	5	6	18	26	22	8	12
3210112	14	--	-	2	107	6	6	5	4	4	28	17	27	5	5
3210192	13	108(2)	3	2	99	8	7	7	5	6	21	20	12	6	7
3212072	14	108(?)	-	5	146	10	7	10	5	8	18	27	45	6	10
3213012	13	112(?)	5	5	161	16	9	15	7	6	11	35	36	13	13
3214282	13	79(?)	3	1	121	12	9	10	7	11	15	23	20	6	8
3215022	14	--	4	3	143	13	14	12	7	11	16	25	25	9	11
3215052	13	--	4	4	147	11	9	13	7	7	26	28	29	7	10

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ?- Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 99B

LOW EXPECTATION PROFILE GROUP - GRADE 8 RURAL MALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3210022	4	4	4	SD	D	SD	Eng.	No	3	No	2	No	No	4
3210112	4	-	4	SD	SD	-	Eng.	No	3	No	2	-	No	4
3210192	4	4	4	SD	SD	SD	Eng.	Yes	2	No	1	No	No	4
3212072	4	4	4	SD	SA	SD	Eng.	No	2	No	2	No	No	4
3213012	4	3	3	SD	D	D	Eng.	No	2	No	3	No	No	2
3214282	4	2	4	SD	SA	SD	Eng.	No	1	No	3	No	No	4
3215022	4	3	4	D	A	D	Eng.	Yes	2	No	1	No	Yes	3
3215052	3	3	3	D	D	A	Eng.	No	2	No	2	No	No	4
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed			1. very good 2. satis-factory 3. so-so 4. poor

TABLE 100A

HIGH EXPECTATION PROFILE GROUP--GRADE 8 URBAN FEMALE

						Subtests of Expectation Total Possible Scores									
Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3220121	12	112(1)	3	4	260	29	26	25	18	19	26	37	37	18	25
3228191	13	103(1)	-	5	261	21	23	26	11	15	29	41	48	19	28
3229191	13	115(1)	4	3	257	18	19	21	13	14	36	42	48	24	22
3227061	13	116(1)	4	3	252	21	22	22	18	16	28	39	39	22	25
3227121	13	106(1)	3	3	249	19	22	27	14	20	23	38	42	19	25
3228131	13	87(1)	-	2	251	22	20	17	12	17	31	37	45	23	27
3222031	14	79(2)	2	4	249	21	23	22	18	20	24	37	42	17	25
3228201	13	105(1)	-	5	242	29	21	22	14	18	25	33	40	21	19

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 100B

HIGH EXPECTATION PROFILE GROUP - GRADE 8 URBAN FEMALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3220121	1	4	4	A	A	A	Eng.	No	4	Yes	-	No	Yes	4
3228191	2	4	1	D	SA	D	Eng.	No	2	Yes	-	No	Yes	1
3229191	1	4	2	D	A	D	Eng.	No	2	No	-	No	No	3
3227061	3	4	1	A	A	A	Eng.	No	1	Yes	-	Yes	No	2
3227121	1	2	4	SA	SA	SA	Uk.	No	1	Yes	-	No	No	2
3228131	2	4	3	A	SA	SD	Eng.	No	2	-	-	No	No	2
3222031	2	1	1	A	A	D	Eng.	Yes	2	No	-	Yes	Yes	1
3228201	4	4	2	SA	SD	A	Eng.	No	2	Yes	-	No	No	1
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed			1. very good 2. satis-factory 3. so-so 4. poor

TABLE 101A

LOW EXPECTATION PROFILE GROUP--GRADE 8 URBAN FEMALE

Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Subtests of Expectation Total Possible Scores									
						Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3220211	12	--	4	5	167	11	10	10	5	8	20	33	43	11	16
3227091	13	121(1)	3	3	145	12	14	15	9	7	15	29	27	8	9
3227161	13	107(1)	3	3	136	15	10	10	8	7	18	28	20	9	11
3227201	13	--	3	2	147	11	12	15	9	10	21	24	20	12	13
3229021	13	97(1)	3	2	142	10	9	10	7	7	20	27	31	9	12
3229031	13	104(1)	2	3	117	10	7	7	5	6	27	30	12	6	7
3229071	13	103(1)	4	2	148	12	10	10	5	8	22	25	30	8	18
3229171	13	121(1)	4	3	157	9	7	7	5	7	31	32	31	13	15

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 101B

LOW EXPECTATION PROFILE GROUP - GRADE 8 URBAN FEMALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3220211	4	3	3	SD	A	D	Eng.	Yes	5	No	2	No	Yes	3
3227091	3	4	4	D	D	-	Eng.	Yes	2	No	-	No	No	3
3227161	4	4	1	D	D	D	Eng.	No	2	No	2	No	No	3
3227201	4	2	3	D	A	SA	Eng.	No	2	No	2	No	No	4
3229021	3	3	3	D	A	A	Eng.	No	2	No	2	No	No	3
3229031	-	-	-	-	-	-	Eng.	No	-	No	3	No	No	4
3229071	4	4	3	SD	D	D	Eng.	No	2	No	2	No	No	4
3229171	4	2	4	SD	SD	SD	Eng.	No	2	No	2	No	No	2
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed			1. very good 2. satis-factory 3. so-so 4. poor

TABLE 102A

HIGH EXPECTATION PROFILE GROUP--GRADE 8 URBAN MALE

Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Subtests of Expectation Total Possible Scores									
						Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3220032	12	--	5	5	264	25	23	23	18	20	29	35	43	22	26
3220242	13	135(1)	5	5	273	27	25	25	19	19	33	34	46	23	22
3228112	13	118(1)	-	5	257	22	27	23	15	17	31	34	46	20	22
3229182	15	89(1)	4	3	267	24	21	21	15	18	36	32	48	24	28
3221042	13	126(3)	4	5	257	26	24	25	17	20	20	38	39	23	25
3227012	13	121(1)	3	3	254	27	24	26	18	16	26	39	37	20	21
3227052	13	112(1)	4	3	256	25	24	25	17	19	23	35	39	22	27
3228172	13	111(1)	-	5	253	26	26	24	15	16	28	39	35	20	24

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 102B

HIGH EXPECTATION PROFILE GROUP - GRADE 8 URBAN MALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici- pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3220032	2	4	1	A	D	A	Eng.	No	5	Yes	-	No	Yes	2
3220242	4	4	4	SA	SD	D	Eng.	Yes	4	No	2	No	Yes	4
3228112	2	2	1	SA	A	A	Eng.	No	4	Yes	-	No	No	2
3229182	1	1	1	A	A	A	Ger.	No	4	Yes	3	No	No	2
3221042	3	4	2	SA	A	A	Eng.	Yes	5	No	2	No	No	2
3227012	3	1	2	A	A	D	Eng.	No	2	Yes	2	-	-	-
3227052	2	3	1	A	D	SA	Eng.	No	2	Yes	-	No	No	2
3228172	3	4	1	A	SA	A	Eng.	No	2	Yes	2	No	No	1
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap- pointed			1. very good 2. satis- factory 3. so-so 4. poor

TABLE 103A

LOW EXPECTATION PROFILE GROUP--GRADE 8 URBAN MALE

						Subtests of Expectation Total Possible Scores									
Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3220222	13	110(1)	3	3	160	13	10	8	6	7	36	26	28	11	15
3220232	13	105(1)	4	4	158	15	11	11	5	6	21	28	35	11	15
3220252	13	115(1)	4	4	133	12	11	12	8	9	10	28	24	8	11
3221112	13	119(1)	5	3	158	11	9	9	5	6	22	34	34	15	13
3222072	13	113(1)	3	3	148	10	8	7	5	6	34	30	30	8	10
3227102	14	102(1)	3	2	149	8	8	13	10	7	18	30	33	11	11
3227112	13	109(1)	3	2	126	9	8	9	5	6	14	35	27	6	7
3229282	14	83(1)	2	3	119	12	7	7	5	6	18	26	24	7	7

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 103B

LOW EXPECTATION PROFILE GROUP - GRADE 8 URBAN MALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3220222	4	2	2	SD	A	SA	Eng.	No	3	-	-	No	Yes	3
3220232	4	3	3	D	D	A	Eng.	No	2	No	4	No	Yes	4
3220252	3	1	4	D	SD	D	Eng.	Yes	-	No	2	No	-	1
3221112	3	2	2	D	D	A	Eng.	No	5	No	2	No	No	2
3222072	3	1	3	SD	SD	D	Eng.	Yes	8	No	2	No	No	3
3227102	4	1	4	SD	SD	D	Eng.	No	2	No	2	No	No	3
3227112	3	4	4	SD	SD	SD	Eng.	No	2	No	2	No	No	4
3229282	1	3	2	D	D	D	Eng.	No	1	No	1	No	No	2
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed			1. very good 2. satis-factory 3. so-so 4. poor

TABLE 104A

HIGH EXPECTATION PROFILE GROUP--GRADE 9 RURAL FEMALE

Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Subtests of Expectation Total Possible Scores Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3310071	14	119(2)	5	5	261	22	23	18	20	18	30	37	43	23	27
3310161	14	119(1)	4	4	272	26	26	26	18	21	27	41	42	19	26
3311171	14	103(2)	3	1	264	26	24	22	18	23	29	39	41	22	20
3311091	14	118(2)	5	5	251	20	17	19	16	17	31	41	41	24	25
3313091	15	101(2)	5	5	253	25	26	23	18	21	17	35	43	22	23
3314171	14	120(?)	4	5	247	22	15	21	15	18	27	43	42	20	24
3310211	14	102(2)	5	5	249	26	21	21	16	19	24	33	39	23	27
3314061	14	111(?)	4	4	245	24	26	21	17	17	22	34	41	20	23

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 104B

HIGH EXPECTATION PROFILE GROUP - GRADE 9 RURAL FEMALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3310071	2	3	1	A	A	A	Eng.	No	3	Yes	-	Yes	Yes	2
3310161	2	4	2	SA	D	D	Eng.	No	6	Yes	-	No	No	2
3311171	2	3	2	A	A	A	Eng.	No	3	Yes	-	No	No	4
3311091	4	4	4	SA	SA	D	Eng.	No	3	No	2	No	No	3
3313091	1	4	1	SA	SA	A	Eng.	No	2	Yes	-	No	Yes	2
3314171	1	4	1	A	SA	A	Eng.	No	2	Yes	-	No	No	2
3310211	2	3	1	A	A	SA	Eng.	No	3	Yes	-	No	No	1
3314061	2	1	4	SA	A	A	Eng.	No	3	Yes	-	No	No	4
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed			1. very good 2. satis-factory 3. so-so 4. poor

TABLE 105A

LOW EXPECTATION PROFILE GROUP--GRADE 9 RURAL FEMALE

						Subtests of Expectation Total Possible Scores									
Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3314251	15	102(?)	4	3	151	9	8	8	5	5	22	33	35	10	16
3310051	14	105(2)	4	2	182	11	15	13	6	9	24	34	43	12	15
3310231	14	111(2)	5	5	182	18	16	14	7	8	23	30	40	12	14
3311071	13	113(2)	4	5	172	16	10	9	9	9	20	37	33	13	16
3311181	14	96(2)	2	1	176	14	10	10	8	7	13	33	42	20	19
3311221	14	112(2)	5	5	175	15	9	8	6	7	17	36	45	15	17
3314031	14	88(?)	3	3	172	14	14	11	8	1	14	33	43	21	13
3312141	14	107(?)	2	2	180	14	12	16	10	11	28	28	37	8	16

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 105B

LOW EXPECTATION PROFILE GROUP - GRADE 9 RURAL FEMALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3314251	2	3	-	SD	D	D	-	No	-	No	-	No	-	3
3310051	1	4	4	D	SD	D	Eng.	No	3	No	2	Yes	No	3
3310231	1	3	1	D	A	A	Eng.	No	3	No	2	No	No	2
3311071	1	3	1	D	D	A	Eng.	No	3	No	3	Yes	No	2
3311181	3	1	2	A	A	A	Eng.	No	3	No	1	Yes	No	4
3311221	2	4	2	D	A	A	Eng.	No	3	No	4	No	No	3
3314031	3	4	3	A	SA	D	Eng.	No	3	No	3	No	No	3
3312141	1	3	3	D	A	A	Eng.	No	2	No	2	No	No	4
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed			1. very good 2. satis-factory 3. so-so 4. poor

TABLE 106A

HIGH EXPECTATION PROFILE GROUP--GRADE 9 RURAL MALE

						Subtests of Expectation Total Possible Scores									
Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3312032	13	135(?)	3	5	251	27	20	25	16	18	29	38	37	22	19
3312112	14	114(?)	4	5	250	20	24	20	17	18	31	36	43	22	19
3312122	14	126(?)	4	2	254	28	25	23	15	19	34	31	43	17	19
3310242	14	115(2)	4	4	241	23	20	20	12	16	31	36	37	21	25
3312052	14	123(?)	3	5	246	26	20	21	17	13	30	35	44	19	21
3312072	14	125(?)	5	4	243	24	22	22	15	14	30	36	39	19	22
3314202	14	128(?)	4	4	248	25	22	23	13	20	17	37	43	22	26
3315122	14	121(2)	3	3	246	28	21	24	17	17	24	35	40	18	22

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 106B

HIGH EXPECTATION PROFILE GROUP - GRADE 9 RURAL MALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3312032	1	1	4	SA	A	A	Eng.	No	3	Yes	(5)	No	No	3
3312112	2	4	1	A	SA	SA	Eng.	No	3	Yes	-	Yes	Yes	1
3312122	2	3	1	A	A	A	Eng.	No	3	Yes	-	-	-	-
3310242	3	4	2	SA	SA	D	Eng.	No	3	Yes	-	No	No	3
3312052	2	1	1	SA	A	D	Eng.	No	3	No	4	No	No	3
3312072	2	4	4	A	D	D	Eng.	No	3	No	-	No	-	-
3314202	1	3	2	SA	SA	A	Eng.	No	3	Yes	-	No	Yes	1
3315122	2	4	2	A	D	A	Eng.	No	3	Yes	-	No	No	2
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed			1. very good 2. satis-factory 3. so-so 4. poor

TABLE 107A

LOW EXPECTATION PROFILE GROUP--GRADE 9 RURAL MALE

Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Subtests of Expectation Total Possible Scores									
						Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3311102	14	107(2)	3	1	167	11	7	8	5	8	36	37	31	10	14
3311122	14	104(2)	4	2	153	13	10	10	6	6	21	33	31	10	13
3313022	15	101(2)	2	1	132	11	8	7	7	6	18	26	25	7	17
3314142	15	--	2	2	151	13	11	9	12	10	16	29	25	12	14
3314222	14	103(?)	3	2	148	14	11	14	9	11	18	24	23	11	13
3314262	14	104(?)	4	5	157	17	12	13	6	7	16	30	30	10	16
3313072	14	113(2)	2	3	157	19	14	16	8	10	18	28	18	10	16
3314242	14	96(?)	3	3	162	11	8	16	12	8	22	28	31	9	17

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 107B

LOW EXPECTATION PROFILE GROUP - GRADE 9 RURAL MALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3311102	4	4	4	D	D	D	Eng.	No	3	No	2	No	No	4
3311122	3	3	2	D	A	D	Eng.	No	3	No	2	No	No	4
3313022	1	3	1	D	A	A	Eng.	Yes	3	No	2	No	No	4
3314142	3	4	3	D	D	D	Eng.	No	4	No	2	No	No	3
3314222	4	4	4	D	SA	A	Eng.	No	2	No	-	No	No	4
3314262	2	1	2	D	D	D	Eng.	No	3	No	3	No	No	2
3313072	1	4	2	A	SA	A	Eng.	No	3	Yes	-	No	No	3
3314242	4	4	-	-	A	A	Eng.	No	-	Yes	-	No	-	3
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed			1. very good 2. satis-factory 3. so-so 4. poor

TABLE 108A

HIGH EXPECTATION PROFILE GROUP--GRADE 9 URBAN FEMALE

						Subtests of Expectation Total Possible Scores									
Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3322021	14	--	2	5	278	32	28	27	18	20	27	42	37	22	25
3323391	14	115(?)	5	5	285	30	28	28	20	19	33	41	41	22	23
3322141	14	101(?)	5	5	289	32	28	28	18	21	34	41	46	15	26
3322251	13	121(?)	5	5	259	30	25	24	15	18	29	36	38	19	25
3323091	13	132(?)	4	5	277	28	26	26	20	22	32	32	39	24	28
3323201	14	116(?)	4	5	263	28	25	27	18	20	19	39	38	24	25
3325071	14	114(?)	4	5	256	26	23	20	17	23	22	39	46	19	21
3326181	14	129(?)	2	5	266	25	24	25	17	19	23	39	44	24	26

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown

**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 108B

HIGH EXPECTATION PROFILE GROUP - GRADE 9 URBAN FEMALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3322021	2	3	1	SA	SD	A	Eng.	No	-	Yes	-	No	Yes	1
3323391	2	4	2	A	D	A	Eng.	No	6	Yes	2	No	-	1
3322141	1	4	4	D	SD	D	Eng.	Yes	-	Yes	-	Yes	Yes	3
3322251	2	1	4	SA	D	D	Eng.	Yes	-	Yes	-	Yes	No	1
3323091	4	4	1	SD	SD	SD	Eng.	No	9	Yes	-	Yes	Yes	1
3323201	3	4	1	SA	SA	SA	Eng.	No	6	Yes	-	Yes	No	1
3325071	3	4	2	A	D	A	Eng.	Yes	2	Yes	2	No	No	2
3326181	2	3	1	-	A	SA	Eng.	No	3	Yes	-	No	No	1
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed			1. very good 2. satis-factory 3. so-so 4. poor

TABLE 109A

LOW EXPECTATION PROFILE GROUP--GRADE 9 URBAN FEMALE

Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Subtests of Expectation Total Possible Scores									
						Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3325091	16	--	2	-	137	12	7	8	5	6	14	30	26	12	17
3322201	13	122(?)	4	5	201	18	15	18	12	11	23	30	45	10	19
3322211	13	99(?)	3	5	197	27	26	25	18	0	22	35	28	12	4
3322271	14	--	4	5	183	17	12	15	10	8	16	32	41	13	19
3323031	15	101(?)	3	4	193	21	17	13	13	10	19	36	36	11	17
3323111	14	117(?)	4	5	199	20	19	16	11	7	21	35	32	16	22
3323291	14	114(?)	4	5	187	20	16	16	9	16	17	39	35	9	10
3326271	14	--	-	-	160	13	13	11	12	10	25	32	20	11	13

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

D

TABLE 109B

LOW EXPECTATION PROFILE GROUP - GRADE 9 URBAN FEMALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3325091	4	4	3	D	A	D	Eng.	No	2	No	2	No	No	2
3322201	3	3	2	A	A	D	Eng.	No	5	No	2	No	No	-
3322211	3	1	2	A	A	A	Eng.	No	5	No	3	Yes	No	2
3322271	3	3	-	A	A	A	Eng.	No	5	Yes	-	Yes	Yes	2
3323031	2	4	2	A	D	D	Eng.	No	3	Yes	-	No	No	3
3323111	1	1	1	SA	A	A	Eng.	Yes	6	Yes	-	No	Yes	1
3323291	3	3	1	D	D	A	Eng.	No	6	No	3	No	No	2
3326271	3	3	4	SA	D	A	-	Yes	1	No	3	Yes	Yes	3
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed			1. very good 2. satis-factory 3. so-so 4. poor

TABLE 110A

HIGH EXPECTATION PROFILE GROUP--GRADE 9 URBAN MALE

						Subtests of Expectation Total Possible Scores									
Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3322242	14	--	3	4	258	25	25	23	19	16	18	34	46	24	28
3323122	14	103(?)	4	1	262	28	28	26	19	20	26	33	42	20	20
3323142	14	128(?)	5	4	256	28	26	26	15	19	20	39	40	18	25
3323222	14	128(?)	5	5	251	29	23	25	11	21	28	39	35	20	20
3325042	16	--	5	5	251	32	25	28	20	20	18	34	31	15	28
3326062	14	124(?)	4	3	250	24	23	25	16	16	33	42	35	18	18
3323132	14	119(?)	4	5	250	26	24	20	18	17	26	39	35	21	24
3325082	13	--	4	5	247	26	24	22	16	15	31	37	36	20	20

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown

**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 110B

HIGH EXPECTATION PROFILE GROUP - GRADE 9 URBAN MALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class participation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3322242	2	4	1	SA	SA	SA	Eng.	Yes	8	Yes	-	Yes	Yes	2
3323122	2	4	2	A	D	D	Eng.	No	9	No	2	Yes	No	2
3323142	1	2	2	A	SA	A	Eng.	No	6	No	2	No	No	2
3323222	2	4	1	SA	SD	A	Eng.	Yes	9	Yes	-	No	Yes	3
3325042	2	2	1	SA	SA	SA	Eng.	Yes	1	Yes	-	No	Yes	1
3326062	3	1	-	-	-	-	Eng.	No	1	No	2	No	No	2
3323132	2	3	1	SA	A	A	Eng.	No	6	Yes	-	No	No	1
3325082	2	3	1	A	A	D	-	No	1	Yes	-	No	No	2
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disappointed			1. very good 2. satisfactory 3. so-so 4. poor

TABLE 111A

LOW EXPECTATION PROFILE GROUP--GRADE 9 URBAN MALE

Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Subtests of Expectation Total Possible Scores									
						Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3326162	15	135(?)	4	2	103	9	7	12	5	6	14	21	13	7	9
3322152	14	105(?)	2	4	179	14	17	14	7	6	22	35	34	16	14
3324052	14	96(?)	3	4	197	19	19	20	13	13	24	33	24	15	17
3324062	15	104(?)	2	2	196	20	20	15	14	14	19	28	33	15	18
3324162	14	100(?)	2	4	193	21	16	17	6	9	24	30	35	16	19
3325132	15	117(?)	4	4	194	18	17	18	13	12	24	31	33	13	15
3325162	15	--	-	1	187	27	16	22	8	8	26	25	29	11	15
3322082	14	118(?)	4	5	175	14	14	15	9	11	23	31	33	10	15

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 111B

LOW EXPECTATION PROFILE GROUP - GRADE 9 URBAN MALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3326162	4	3	4	SD	SD	SA	Eng.	No	1	No	2	No	No	4
3322152	2	4	3	D	A	A	Eng.	No	5	No	2	No	No	3
3324052	2	3	3	D	SA	D	Eng.	No	1	Yes	-	No	No	1
3324062	3	3	3	A	D	D	Eng.	No	1	No	3	No	No	3
3324162	3	4	1	A	A	A	Eng.	No	1	Yes	-	No	No	1
3325132	3	4	3	D	D	D	Eng.	No	2	No	4	No	Yes	3
3325162	4	3	-	-	D	D	Eng.	No	-	No	3	No	No	3
3322082	4	3	4	D	SA	A	Eng.	Yes	5	Yes	-	No	Yes	3
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed			1. very good 2. satis-factory 3. so-so 4. poor

TABLE 112A

HIGH EXPECTATION PROFILE GROUP--GRADE 10 RURAL FEMALE

						Subtests of Expectation Total Possible Scores									
Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3411061	15	--	4	5	254	26	21	24	19	17	20	41	43	18	25
3411221	15	108(2)	4	5	279	28	27	27	19	24	20	42	42	22	28
2411011	15	97(2)	5	5	267	26	24	26	17	18	28	39	47	18	24
3411071	15	--	4	5	292	30	28	27	18	22	28	40	47	24	28
3413141	15	96	4	5	264	23	23	24	18	15	30	41	44	21	25
3413181	15	117(?)	4	5	262	26	25	24	18	21	23	35	45	21	24
3414031	15	--	4	5	257	27	26	22	15	21	25	36	39	19	27
3414141	15	120(4)	4	5	253	25	21	22	14	22	29	37	41	20	22

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 112B

HIGH EXPECTATION PROFILE GROUP - GRADE 10 RURAL FEMALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class participation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3411061	2	3	1	A	SA	A	Eng.	Yes	3	Yes	-	Yes	Yes	2
3411221	1	4	2	A	A	A	Eng.	No	3	Yes	-	No	No	2
3411011	2	3	2	A	SA	A	Eng.	No	4	No	3	Yes	No	2
3411071	1	1	1	SA	A	-	Fr.	Yes	-	Yes	-	Yes	Yes	2
3413141	2	3	1	SA	A	A	Eng.	No	4	Yes	-	No	No	3
3413181	2	4	2	A	A	A	Eng.	No	4	Yes	-	No	No	3
3414031	2	3	1	SA	SA	A	Eng.	Yes	4	Yes	-	Yes	Yes	2
3414141	2	3	1	SA	D	D	Eng.	No	4	Yes	-	No	No	3
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disappointed			1. very good 2. satisfactory 3. so-so 4. poor

TABLE 113A

LOW EXPECTATION PROFILE GROUP--GRADE 10 RURAL FEMALE

Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Subtests of Expectation Total Possible Scores Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3411161	16	129(2)	5	5	185	12	12	14	12	10	22	35	42	10	16
3412131	15	106(?)	3	3	186	23	18	16	11	13	17	26	26	17	19
3413191	15	96(?)	3	5	169	14	11	12	5	10	15	37	34	11	20
3414041	15	--	5	4	188	15	12	15	8	6	27	36	38	13	18
3414131	15	141(4)	3	5	172	18	19	17	6	6	22	30	30	11	13
3415021	15	112(2)	5	5	188	18	16	15	12	9	24	31	38	9	16
3415131	15	--	5	5	185	17	12	14	14	10	25	32	35	11	15
3413081	15	101(?)	5	5	182	16	13	13	6	7	21	33	42	12	19

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 113B

LOW EXPECTATION PROFILE GROUP - GRADE 10 RURAL FEMALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3411161	2	2	2	SD	A	SD	Eng.	No	4	Yes	-	No	No	4
3412131	2	4	2	A	A	A	Eng.	No	4	Yes	-	No	No	2
3413191	2	4	2	D	A	A	Eng.	No	-	Yes	-	No	-	1
3414041	1	3	3	D	A	D	Eng.	No	4	No	2	Yes	No	3
3414131	3	4	3	D	SD	SD	Eng.	No	4	No	2	Yes	No	3
3415021	1	4	2	D	SA	A	Eng.	No	4	Yes	-	No	No	2
3415131	2	4	-	D	SA	D	Eng.	No	4	Yes	-	No	-	2
3413081	2	3	1	D	SA	D	Eng.	No	4	No	3	No	Yes	3
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed			1. very good 2. satis-factory 3. so-so 4. poor

TABLE 114A

HIGH EXPECTATION PROFILE GROUP--GRADE 10 RURAL MALE

						Subtests of Expectation Total Possible Scores									
Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3413032	15	129(?)	4	5	250	23	20	21	11	15	33	39	45	19	24
3412222	15	107(?)	1	4	247	27	21	24	17	18	27	37	42	14	20
3413012	15	111(?)	5	5	244	21	25	23	17	19	25	33	40	19	22
3414212	15	103(3)	3	3	246	25	19	23	11	16	27	43	42	20	20
3414232	15	126(4)	4	2	253	26	25	25	12	13	25	37	45	20	25
3411192	16	99(2)	2	3	235	20	20	20	15	13	25	39	41	17	25
3414082	15	116(4)	3	3	237	25	23	27	15	18	24	33	34	17	21
3414072	15	116(4)	3	3	227	24	24	26	13	14	16	36	34	17	23

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 114B

HIGH EXPECTATION PROFILE GROUP - GRADE 10 RURAL MALE

	Subtest of Opinions-Items 79-84						biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici- pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3413032	1	4	1	SA	SA	D	Eng.	No	4	Yes	-	No	Yes	3
3412222	2	3	1	A	D	A	Eng.	No	4	Yes	-	Yes	No	2
3413012	2	4	1	A	SA	A	Eng.	No	3	Yes	-	Yes	No	1
3414212	1	4	2	A	SA	A	Eng.	No	4	No	3	No	No	2
3414232	2	2	1	SA	SA	A	Eng.	No	4	Yes	-	No	No	2
3411192	2	4	2	A	D	-	Eng.	No	4	Yes	3	No	No	3
3414082	1	3	2	A	A	SA	Eng.	No	4	Yes	-	No	No	2
3414072	1	4	1	A	D	A	Eng.	No	4	No	2	No	Yes	2
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap- pointed			1. very good 2. satis- factory 3. so-so 4. poor

TABLE 115A

LOW EXPECTATION PROFILE GROUP--GRADE 10 RURAL MALE

Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Subtests of Expectation Total Possible Scores									
						Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3411022	15	94(2)	2	2	193	21	15	18	11	13	21	29	33	14	18
3411042	14	104(2)	2	4	193	19	15	16	9	8	18	32	36	17	23
3411132	17	84(2)	3	2	190	13	10	13	12	7	22	33	45	17	18
3411232	15	113(2)	3	4	180	19	14	12	7	11	23	31	36	12	15
3413172	15	101(?)	2	1	163	9	12	9	5	9	36	30	29	11	13
3414302	16	104(2)	3	2	164	19	15	14	10	10	14	30	30	11	11
3415062	15	102(2)	4	4	179	16	12	20	12	17	21	27	28	15	11
3415112	15	109(2)	4	4	189	14	16	19	13	14	20	30	30	16	17

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown

**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 115B

LOW EXPECTATION PROFILE GROUP - GRADE 10 RURAL MALE

Student I.D.	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3411022	2	4	2	D	A	A	Eng.	No	4	Yes	4	No	No	2
3411042	2	4	1	D	A	D	Eng.	No	4	Yes	-	No	No	3
3411132	1	4	2	D	A	D	Eng.	No	3	Yes	-	Yes	Yes	3
3411232	3	3	2	A	SA	A	Eng.	No	4	No	2	No	No	2
3413172	3	4	4	SD	SA	SD	-	No	-	No	1	No	No	4
3414302	3	-	-	A	D	SD	Eng.	No	2	No	2	No	No	2
3415062	3	4	4	SD	SA	SD	Eng.	No	4	No	2	No	No	2
3415112	4	3	4	A	SA	D	Eng.	No	4	No	2	No	No	2
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed			1. very good 2. satis-factory 3. so-so 4. poor

TABLE 116A

HIGH EXPECTATION PROFILE GROUP--GRADE 10 URBAN FEMALE

Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Subtests of Expectation Total Possible Scores									
						Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3423251	14	121(?)	4	5	260	30	26	27	19	15	25	35	40	20	23
3424111	15	123(?)	5	4	261	28	24	25	18	19	21	37	39	23	27
3424201	15	101(?)	3	4	271	25	24	25	15	20	33	37	43	24	25
3426051	16	107(?)	2	2	257	29	26	21	20	19	22	36	40	21	23
3422161	15	91(?)	2	5	253	31	28	26	18	23	19	26	40	19	23
3425111	--	--	4	4	257	19	19	18	11	14	34	42	48	24	28
3425231	15	132(?)	5	5	251	28	27	24	17	18	22	35	37	20	23
3426231	15	98(?)	5	4	251	31	25	25	18	17	27	31	42	15	20

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 116B

HIGH EXPECTATION PROFILE GROUP - GRADE 10 URBAN FEMALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3423251	3	4	3	D	SD	D	Eng.	No	6	Yes	-	No	-	2
3424111	2	4	1	SA	SA	D	Eng.	No	2	Yes	-	No	No	3
3424201	2	4	1	A	D	A	Eng.	No	2	Yes	-	No	No	1
3426051	3	3	3	A	SA	A	Eng.	No	3	No	1	Yes	Yes	3
3422161	2	1	1	A	SD	A	Eng.	Yes	-	Yes	-	Yes	Yes	1
3425111	2	4	2	D	SA	D	Eng.	No	8	Yes	3	Yes	Yes	2
3425231	2	4	1	A	SD	A	Eng.	No	2	Yes	-	No	No	2
3426231	2	4	1	A	SA	D	Eng.	No	2	Yes	-	No	Yes	4
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed			1. very good 2. satis-factory 3. so-so 4. poor

TABLE 117A

LOW EXPECTATION PROFILE GROUP--GRADE 10 URBAN FEMALE

Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Subtests of Expectation Total Possible Scores									
						Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3422151	15	89(?)	2	1	158	13	10	10	5	8	18	27	45	7	15
3423111	15	110(?)	4	4	187	17	17	15	10	8	26	30	38	10	16
3423381	15	114(?)	3	3	182	16	15	15	7	9	30	25	27	21	17
3425011	15	118(?)	4	4	202	22	19	21	14	11	17	32	36	11	19
3425171	15	135(?)	5	5	181	19	18	19	12	13	13	25	30	18	14
3425241	15	119(?)	4	4	189	21	17	16	10	9	15	34	35	11	21
3425251	15	107(?)	5	5	193	17	16	17	12	12	21	25	40	11	22
3426201	15	96(?)	2	3	189	15	17	16	11	14	13	36	31	17	19

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown

**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 117B

LOW EXPECTATION PROFILE GROUP -. GRADE 10 URBAN FEMALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3422151	4	3	4	SD	SD	D	Eng.	No	7	No	2	No	No	4
3423111	3	3	2	D	A	A	Eng.	Yes	2	No	1	-	No	2
3423381	3	4	3	A	A	D	Eng.	No	6	No	2	No	No	3
3425011	2	4	2	A	A	A	Eng.	No	4	Yes	-	Yes	No	2
3425171	1	4	3	A	-	A	Eng.	No	2	Yes	-	No	Yes	1
3425241	1	3	1	A	SA	A	Eng.	No	3	Yes	-	Yes	No	2
3425251	3	3	2	A	A	D	Eng.	No	2	Yes	-	No	No	2
3426201	2	3	2	A	A	A	Eng.	No	2	Yes	-	Yes	Yes	2
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed			1. very good 2. satis-factory 3. so-so 4. poor

TABLE 118A

HIGH EXPECTATION PROFILE GROUP--GRADE 10 URBAN MALE

						Subtests of Expectation Total Possible Scores									
Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3422112	16	104(?)	2	2	261	23	17	28	14	19	24	40	45	23	28
3426012	15	109(?)	3	4	284	27	23	27	19	21	27	41	47	24	28
3423072	16	104(?)	3	5	250	27	21	24	14	13	29	37	43	20	22
3423282	14	--	4	4	247	24	18	25	15	14	35	38	43	19	16
3423332	14	127(?)	5	5	248	27	26	27	16	19	20	34	36	20	23
3424222	15	129(?)	5	5	251	27	23	23	13	15	20	40	44	21	25
3425202	15	121(?)	3	-	246	27	21	21	18	14	26	39	41	21	18
3426242	15	120(?)	5	3	250	24	21	25	16	13	34	41	39	14	23

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 11BB

HIGH EXPECTATION PROFILE GROUP - GRADE 10 URBAN MALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3422112	2	2	4	-	D	A	Eng.	Yes	5	No	2	No	Yes	2
3426012	3	4	1	A	A	A	Eng.	No	2	No	3	No	No	1
3423072	3	4	4	A	SD	D	Eng.	No	6	No	2	No	Yes	2
3423282	4	4	3	A	SD	A	Eng.	No	-	No	2	No	Yes	4
3423332	2	4	1	SA	A	SA	Eng.	No	6	Yes	-	No	Yes	1
3424222	1	4	1	SA	A	A	Eng.	No	2	No	3	No	No	3
3425202	1	4	2	A	A	A	Eng.	No	2	No	2	Yes	No	1
3426242	2	4	2	D	SA	D	Eng.	No	2	Yes	-	No	No	3
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed			1. very good 2. satis-factory 3. so-so 4. poor

TABLE 119A

LOW EXPECTATION PROFILE GROUP--GRADE 10 URBAN MALE

						Subtests of Expectation Total Possible Scores									
Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3425072	15	100(?)	5	5	142	16	15	11	6	6	17	25	25	9	12
3422082	14	112(?)	5	5	175	13	12	15	10	9	16	35	37	11	17
3423012	14	--	-	-	197	17	12	16	8	10	34	40	32	14	14
3424212	15	113(?)	4	4	193	19	15	19	11	10	18	28	34	19	20
3425032	13	97(?)	4	5	197	23	22	17	13	13	20	28	35	11	15
3426032	15	122(?)	2	1	174	18	15	15	11	12	13	35	31	11	13
3426212	15	112(?)	2	1	184	20	17	17	10	11	15	33	32	15	14
3423422	14	126(?)	4	3	198	17	13	17	10	11	26	31	41	13	19

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 119B

LOW EXPECTATION PROFILE GROUP - GRADE 10 URBAN MALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3425072	2	4	4	SD	SD	A	Eng.	No	5	Yes	-	No	No	4
3422082	3	4	4	D	SD	D	Eng.	No	7	No	-	No	No	3
3423012	3	3	4	D	D	A	Eng.	Yes	5	No	2	No	Yes	2
3424212	2	4	2	A	A	A	Eng.	No	2	Yes	-	No	No	1
3425032	3	4	4	A	D	SD	Germ.	-	5	Yes	3	Yes	Yes	1
3426032	3	1	3	D	A	D	Eng.	No	2	No	2	No	No	2
3426212	1	4	2	A	D	A	Eng.	No	2	Yes	-	No	No	2
3423422	2	4	2	SD	SA	D	Eng.	No	7	Yes	-	No	No	3

Legends:

If expectation unfulfilled 79	Most helpful thing 80	Class participation 81	Items 82-84	If not why not? 95	Rate Fr. prog. 98
1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree	1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed	1. very good 2. satis-factory 3. so-so 4. poor

TABLE 120A

HIGH EXPECTATION PROFILE GROUP--GRADE 11 RURAL FEMALE

						Subtests of Expectation Total Possible Scores									
Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3510061	15	--	5	5	257	26	23	25	14	14	34	39	40	17	25
3511081	16	94(2)	4	4	259	27	25	26	19	19	11	41	42	21	28
3511111	16	101(2)	3	-	254	25	26	26	17	20	13	36	42	22	27
3516141	16	117(2)	4	5	247	22	26	23	16	18	24	36	38	19	25
3519141	17	109(2)	3	4	244	16	20	17	12	17	24	44	47	23	24
3510131	16	117(?)	5	5	242	23	23	21	11	17	27	35	41	19	25
3516121	16	125(2)	5	4	244	24	17	23	18	19	25	37	43	17	21
3518121	16	115(2)	5	5	242	15	16	21	13	20	29	36	44	22	26

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 120B

HIGH EXPECTATION PROFILE GROUP - GRADE 11 RURAL FEMALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3510061	2	4	2	SA	D	D	Eng.	No	5	Yes	-	No	Yes	2
3511081	2	4	1	D	SD	A	Eng.	No	5	Yes	-	No	No	2
3511111	1	4	2	SA	SA	A	Eng.	No	4	Yes	-	No	No	2
3516141	2	4	1	A	D	D	Eng.	No	5	Yes	-	No	Yes	2
3519141	2	2	1	SA	SA	SA	Eng.	No	4	No	3	No	Yes	1
3510131	1	4	1	A	SA	D	Eng.	No	5	Yes	-	No	No	2
3516121	1	1	1	A	A	D	Eng.	No	5	Yes	-	No	No	3
3518121	2	4	1	SA	A	SA	Eng.	No	5	Yes	-	No	Yes	2
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed			1. very good 2. satis-factory 3. so-so 4. poor

TABLE 121A

LOW EXPECTATION PROFILE GROUP--GRADE 11 RURAL FEMALE

Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Subtests of Expectation Total Possible Scores									
						Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3515031	16	107(2)	3	3	177	12	11	13	8	6	32	33	33	12	17
3515071	16	107(2)	4	4	179	19	18	19	11	11	22	28	24	12	15
3515101	16	130(2)	4	4	182	17	13	17	8	8	28	24	35	13	19
3515131	16	117(2)	3	2	167	15	12	13	7	9	21	32	32	11	15
3516071	18	--	-	-	179	19	11	14	12	9	18	26	32	17	21
3517061	16	105(2)	3	3	177	14	13	14	9	8	22	33	41	8	15
3518111	16	99(2)	4	2	179	16	16	13	10	14	22	31	30	12	15
3519011	18	--	-	-	181	20	13	13	8	10	21	36	27	16	17

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 121B

LOW EXPECTATION PROFILE GROUP - GRADE 11 RURAL FEMALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3515031	3	4	1	D	A	A	Eng.	No	5	Yes	-	No	No	3
3515071	1	4	2	A	SA	SD	-	No	5	Yes	-	No	-	3
3515101	2	1	1	A	A	A	-	Yes	5	Yes	-	No	No	3
3515131	2	4	2	A	A	A	Eng.	No	5	Yes	-	No	No	3
3516071	1	4	2	A	D	A	Eng.	Yes	2	No	2	Yes	No	2
3517061	3	3	1	A	D	D	Eng.	No	5	Yes	-	No	No	3
3518111	2	3	2	A	A	A	Eng.	No	5	No	2	No	Yes	2
3519011	3	4	3	D	A	D	Eng.	No	5	No	2	No	No	4
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed			1. very good 2. satis-factory 3. so-so 4. poor

TABLE 122A

HIGH EXPECTATION PROFILE GROUP--GRADE 11 RURAL MALE

						Subtests of Expectation Total Possible Scores									
Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3510082	16	116(2)	5	4	262	27	24	24	17	20	25	33	45	22	25
3512112	15	--	4	5	284	32	28	25	17	19	32	42	44	18	27
3513032	18	88(2)	3	3	258	28	19	19	20	12	33	40	42	21	24
3514102	16	116(1)	4	3	251	21	22	23	12	14	31	38	46	20	24
3511102	16	115(2)	4	4	241	27	20	24	19	20	28	35	32	16	20
3513052	16	99(2)	2	5	236	22	18	17	12	13	33	40	42	17	22
3514022	16	113(1)	4	4	245	22	23	23	13	15	23	36	45	17	28
3519122	16	114(7)	3	4	238	24	25	21	16	16	22	36	38	16	24

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 122B

HIGH EXPECTATION PROFILE GROUP - GRADE 11 RURAL MALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3510082	3	2	1	D	D	SD	Eng.	No	5	No	4	No	No	3
3512112	2	1	1	A	A	D	Eng.	No	5	Yes	-	Yes	Yes	1
3513032	1	4	1	A	D	A	Eng.	No	6	Yes	2	No	Yes	3
3514102	1	4	2	A	SA	A	Eng.	No	5	Yes	-	Yes	Yes	2
3511102	1	3	2	SD	A	D	Eng.	Yes	5	No	3	Yes	Yes	3
3513052	2	4	1	A	SA	A	Eng.	No	5	Yes	2	No	No	1
3514022	1	1	2	SA	SA	A	Eng.	Yes	5	Yes	-	No	Yes	3
3519122	1	1	2	SA	SA	SA	Eng.	No	5	No	3	No	No	2
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed			1. very good 2. satis-factory 3. so-so 4. poor

TABLE 123A

LOW EXPECTATION PROFILE GROUP--GRADE 11 RURAL MALE

						Subtests of Expectation Total Possible Scores									
Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3517092	16	106(2)	2	2	128	8	8	10	4	3	21	24	33	7	10
3515052	16	120(2)	4	4	181	15	11	15	8	12	21	31	37	13	18
3515092	16	107(2)	5	3	164	18	14	14	8	8	15	32	34	10	11
3517042	15	120(2)	3	3	175	15	13	15	10	6	25	30	34	10	17
3510102	17	115(2)	2	1	199	21	18	19	11	14	17	31	31	16	21
3514142	16	123(1)	5	4	180	16	12	14	12	13	22	26	40	11	14
3514192	16	--	5	3	177	16	14	10	6	7	21	34	40	12	17
3516102	16	134(2)	5	4	186	18	17	15	11	9	16	37	35	10	18

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 123B

LOW EXPECTATION PROFILE GROUP - GRADE 11 RURAL MALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class participation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3517092	3	3	-	D	D	-	-	Yes	-	-	-	-	-	3
3515052	1	3	2	D	A	A	Eng.	No	5	Yes	-	No	No	3
3515092	3	3	1	A	D	A	Eng.	No	5	No	2	No	No	2
3517042	3	4	2	A	A	A	Eng.	No	5	No	4	No	No	2
3510102	3	4	2	A	D	A	Eng.	No	5	Yes	-	No	Yes	2
3514142	1	1	3	SD	D	A	Eng.	No	6	No	2	No	No	2
3514192	3	4	2	D	A	D	Fr.	Yes	2	No	2	No	No	1
3516102	1	4	1	A	A	SA	Eng.	No	5	No	3	No	No	2
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disappointed			1. very good 2. satisfactory 3. so-so 4. poor

TABLE 124A

HIGH EXPECTATION PROFILE GROUP--GRADE 11 URBAN FEMALE

						Subtests of Expectation Total Possible Scores									
Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3522151	15	124(?)	4	5	257	22	18	22	13	16	29	41	48	22	26
3523281	16	105(1)	3	4	241	22	19	27	18	15	22	36	43	17	22
3523341	16	127(1)	-	-	253	26	23	26	14	18	20	41	43	20	22
3523521	16	--	4	5	272	32	27	28	20	22	20	35	36	24	28
3525071	15	127(?)	5	4	248	25	26	25	19	17	25	33	41	17	20
3525011	15	127(?)	5	5	246	21	23	22	13	14	30	39	41	18	25
3525131	16	102(?)	4	4	242	20	22	24	16	14	31	39	40	18	18
3525201	16	113(?)	5	4	240	24	20	26	19	18	20	31	39	21	22

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 124B

HIGH EXPECTATION PROFILE GROUP - GRADE 11 URBAN FEMALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class participation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3522151	4	1	1	A	SA	SA	Eng.	Yes	-	Yes	-	Yes	Yes	4
3523281	1	2	2	A	A	A	Eng.	No	8	No	3	Yes	Yes	2
3523341	2	4	1	SA	A	D	Fr.	Yes	8	Yes	-	Yes	Yes	1
3523521	4	2	1	SA	SA	A	Eng.	Yes	7	Yes	-	Yes	Yes	1
3525071	1	4	2	A	D	A	Eng.	No	4	Yes	-	No	No	2
3525011	2	4	2	SA	A	A	Eng.	No	5	Yes	-	No	No	2
3525131	2	4	2	D	A	A	Eng.	No	3	Yes	-	No	No	2
3525201	1	3	1	SA	SA	A	Eng.	No	3	Yes	-	No	No	2
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disappointed			1. very good 2. satisfactory 3. so-so 4. poor

TABLE 125A

LOW EXPECTATION PROFILE GROUP--GRADE 11 URBAN FEMALE

						Subtests of Expectation Total Possible Scores									
Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3522101	16	107(?)	3	3	161	9	7	17	8	10	31	36	30	6	7
3523121	16	97(1)	4	3	160	19	12	12	9	7	10	29	36	13	13
3522081	17	122(?)	5	5	182	17	12	15	9	11	20	32	33	12	21
3523051	16	108(2)	4	3	184	18	16	17	11	10	17	33	33	15	14
3523161	15	112(1)	5	5	186	17	13	13	9	13	17	36	41	13	14
3523501	17	101(2)	3	2	183	14	12	13	6	9	25	34	38	13	19
3525191	16	91(?)	5	4	173	15	10	19	12	6	16	31	30	12	22
3526181	16	105(?)	3	3	161	14	12	14	6	7	31	26	31	8	12

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 125B

LOW EXPECTATION PROFILE GROUP - GRADE 11 URBAN FEMALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3522101	3	4	4	SD	A	SD	Eng.	No	3	No	2	Yes	No	2
3523121	2	4	2	D	SA	A	Eng.	No	7	Yes	2	No	No	1
3522081	2	4	2	A	A	SD	Eng.	No	8	Yes	-	Yes	Yes	2
3523051	2	4	2	A	A	A	Eng.	No	3	Yes	-	No	Yes	2
3523161	1	4	1	A	SA	D	Eng.	No	7	Yes	-	No	No	2
3523501	2	4	3	A	SA	SD	Eng.	No	5	No	1	No	No	3
3525191	2	1	2	A	A	SA	Eng.	Yes	3	Yes	-	No	No	4
3526181	1	4	2	D	A	A	Eng.	No	3	No	3	No	Yes	3
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed			1. very good 2. satis-factory 3. so-so 4. poor

TABLE 126A

HIGH EXPECTATION PROFILE GROUP--GRADE 11 URBAN MALE

						Subtests of Expectation Total Possible Scores									
Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3522022	16	109(?)	2	5	257	32	28	27	19	17	23	38	35	19	19
3523252	17	--	4	3	259	26	26	25	16	17	30	37	40	22	20
3523262	16	116(1)	4	5	279	32	28	28	17	16	28	36	46	22	26
3523462	15	130(1)	5	5	253	26	23	27	18	19	21	35	40	20	24
3524132	17	109(?)	4	5	246	26	22	24	15	20	26	38	36	17	22
3522072	16	110(?)	5	5	241	27	23	26	11	17	22	35	38	21	21
3523542	15	129(1)	4	2	242	26	21	24	19	10	26	38	40	18	20
3524012	16	105(?)	3	5	241	26	21	22	12	14	28	37	47	13	21

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 126B

HIGH EXPECTATION PROFILE GROUP - GRADE 11 URBAN MALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3522022	2	4	1	SA	SD	A	Fr.	Yes	-	Yes	-	Yes	Yes	2
3523252	1	4	2	SA	A	A	Eng.	No	5	Yes	-	No	No	2
3523262	3	1	1	SA	SD	A	Eng.	Yes	-	No	-	Yes	Yes	3
3523462	2	1	1	D	D	D	Fr.	Yes	8	Yes	-	Yes	Yes	2
3524132	3	4	2	A	D	A	Eng.	No	4	No	2	No	No	2
3522072	2	1	1	SA	SD	D	Eng.	Yes	8	Yes	-	Yes	Yes	2
3523542	1	4	3	SA	A	SA	-	No	7	No	-	No	No	2
3524012	1	4	1	SA	SA	D	Eng.	No	5	Yes	-	No	Yes	3
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed			1. very good 2. satis-factory 3. so-so 4. poor

TABLE 127A

LOW EXPECTATION PROFILE GROUP--GRADE 11 URBAN MALE

Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Subtests of Expectation Total Possible Scores Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3524062	16	102(?)	3	3	167	17	12	15	6	6	19	33	28	15	16
3526102	16	115(?)	2	2	192	20	15	16	11	9	25	32	34	11	19
3523302	16	121(2)	4	5	206	21	13	14	12	9	18	36	41	16	26
3523402	16	102(1)	4	2	205	20	17	20	10	12	24	29	35	18	20
3523492	16	122(1)	5	4	186	21	19	19	11	4	35	37	38	2	0
3525092	15	133(?)	5	5	197	20	14	17	11	14	25	34	32	10	20
3526062	16	121(?)	4	3	196	21	18	21	12	12	20	30	31	15	16
3523412	15	126(?)	5	5	206	19	16	18	12	11	23	37	36	15	19

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 127B

LOW EXPECTATION PROFILE GROUP - GRADE 11 URBAN MALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici- pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3524062	2	4	2	A	D	A	Eng.	No	4	Yes	-	No	No	2
3526102	3	3	3	A	D	A	Eng.	No	3	Yes	-	No	No	2
3523302	2	1	2	SA	SA	D	Eng.	-	5	No	1	No	No	3
3523402	2	3	2	D	D	A	Eng.	No	7	No	1	No	No	2
3523492	3	4	2	A	-	-	Eng.	Yes	7	No	4	Yes	No	2
3525092	2	3	1	D	A	SD	Eng.	No	4	Yes	-	No	Yes	4
3526062	2	4	2	D	SA	A	Eng.	No	3	Yes	-	No	No	3
3523412	1	2	2	A	D	D	Eng.	No	-	Yes	-	No	No	1
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap- pointed			1. very good 2. satis- factory 3. so-so 4. poor

TABLE 128A

HIGH EXPECTATION PROFILE GROUP--GRADE 12 RURAL FEMALE

						Subtests of Expectation Total Possible Scores									
Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3612361	17	--	5	5	253	19	23	25	18	15	28	39	40	21	25
3611011	17	114(2)	4	4	247	25	25	23	18	21	14	39	36	21	25
3616011	17	118(2)	4	5	248	24	22	20	20	20	22	37	40	19	24
3612081	17	110(?)	4	5	233	25	20	23	12	16	24	36	38	17	22
3612371	17	--	4	5	231	21	19	18	14	15	24	37	47	16	20
3616151	17	107(2)	5	5	233	24	25	26	15	16	18	33	41	14	21
3619091	17	107(2)	2	2	233	21	19	22	16	15	22	35	39	19	25
3619151	18	105(2)	4	5	235	20	20	23	17	17	28	35	38	16	21

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 128B

HIGH EXPECTATION PROFILE GROUP - GRADE 12 RURAL FEMALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class participation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3612361	2	4	1	SA	D	D	Eng.	No	5	Yes	-	No	No	1
3611011	1	4	2	A	A	A	Eng.	No	6	Yes	-	Yes	No	1
3616011	1	3	1	A	A	D	Eng.	No	6	Yes	-	No	No	2
3612081	2	4	2	A	A	A	Eng.	No	6	Yes	-	No	No	2
3612371	2	1	1	A	A	A	Eng.	No	6	Yes	-	Yes	Yes	2
3616151	3	4	2	A	D	D	Eng.	No	6	Yes	-	No	No	2
3619091	2	3	2	A	A	D	Eng.	Yes	6	Yes	-	Yes	Yes	2
3619151	2	4	1	A	SA	A	Ukr.	No	4	Yes	-	No	No	2
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disappointed			1. very good 2. satisfactory 3. so-so 4. poor

TABLE 129A

LOW EXPECTATION PROFILE GROUP--GRADE 12 RURAL FEMALE

Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Subtests of Expectation Total Possible Scores									
						Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3614031	17	109(1)	4	3	162	9	9	8	10	8	25	30	40	10	13
3616081	17	91(2)	3	4	142	16	10	10	6	11	20	27	25	6	11
3617041	18	--	-	-	160	13	12	10	7	8	18	35	32	6	19
3618041	18	108(2)	3	4	145	13	13	8	8	6	12	30	34	8	13
3612221	17	--	3	2	172	14	13	12	7	8	19	36	35	12	16
3612261	17	--	4	3	171	17	14	14	11	8	22	31	28	10	16
3612311	17	--	5	3	180	21	14	16	12	8	29	28	25	10	17
3618021	17	108(2)	3	3	171	13	8	12	10	12	14	37	31	15	19

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 129B

LOW EXPECTATION PROFILE GROUP - GRADE 12 RURAL FEMALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3614031	0	2	2	SD	SA	SD	Eng.	No	6	Yes	-	No	No	2
3616081	3	-	2	D	A	A	Eng.	No	6	No	3	No	No	3
3617041	2	4	3	D	SA	SD	Eng.	No	9	No	4	No	No	4
3618041	1	3	2	D	A	D	Eng.	No	5	No	4	Yes	No	3
3612221	3	4	2	D	A	D	Eng.	No	5	No	3	No	No	3
3612261	3	3	3	D	A	D	Eng.	No	5	No	3	Yes	No	3
3612311	1	4	4	D	D	SA	Eng.	No	6	Yes	4	No	Yes	3
3618021	4	4	3	A	A	A	Eng.	No	6	No	4	No	No	3
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed			1. very good 2. satis-factory 3. so-so 4. poor

TABLE 130A

HIGH EXPECTATION PROFILE GROUP--GRADE 12 RURAL MALE

Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Subtests of Expectation Total Possible Scores									
						Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3612012	17	--	5	5	234	18	18	19	16	15	31	37	38	17	25
3612162	17	--	4	4	232	25	21	21	12	15	20	39	38	18	23
3612302	17	--	5	5	234	20	23	21	14	12	34	34	45	12	19
3616102	18	--	-	5	233	21	21	23	15	17	20	41	31	21	23
3619032	16	135(5)	4	5	222	21	22	21	15	14	26	30	37	16	20
3619082	18	98(2)	3	3	219	21	18	20	13	17	17	35	38	19	21
3612132	17	--	5	5	225	21	19	23	11	17	26	33	36	17	22
3613012	17	114(2)	5	5	225	19	20	18	12	15	29	35	40	16	21

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 130B

HIGH EXPECTATION PROFILE GROUP - GRADE 12 RURAL MALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3612012	1	3	1	A	A	A	Eng.	No	5	No	3	No	No	1
3612162	2	3	1	SA	SA	A	Eng.	No	4	No	-	-	-	1
3612302	1	4	1	A	A	A	Eng.	No	5	Yes	-	No	No	2
3616102	1	1	1	A	D	A	Fr.	Yes	-	Yes	2	Yes	Yes	2
3619032	1	4	1	SA	SA	A	Eng.	No	5	Yes	-	No	Yes	4
3619082	2	4	1	SA	D	A	Eng.	Yes	6	No	3	No	Yes	3
3612132	2	4	2	A	SA	D	Eng.	No	6	Yes	-	No	No	2
3613012	2	4	1	A	SA	D	Eng.	No	6	Yes	-	No	No	2
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed			1. very good 2. satis-factory 3. so-so 4. poor

TABLE 131A

LOW EXPECTATION PROFILE GROUP--GRADE 12 RURAL MALE

Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Subtests of Expectation Total Possible Scores									
						Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3615022	19	122(2)	4	2	143	12	8	10	5	7	15	24	39	9	14
3615032	17	111(2)	4	3	162	17	11	14	6	7	26	27	29	10	15
3613022	17	106(2)	4	4	181	18	15	17	7	10	21	34	33	7	19
3616112	17	102(2)	4	1	172	14	10	11	6	9	23	30	36	13	20
3613062	17	115(2)	5	4	187	18	12	16	6	11	25	36	31	13	19
3614012	16	--	4	3	188	15	13	18	8	11	20	32	40	9	22
3612032	17	--	4	5	197	22	15	17	12	10	15	33	36	16	21
3612282	17	--	4	4	187	19	15	17	11	12	23	32	28	10	20

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown

**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 131B

LOW EXPECTATION PROFILE GROUP - GRADE 12 RURAL MALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3615022	3	3	2	SD	SA	SD	Eng.	Yes	6	Yes	-	No	Yes	1
3615032	3	3	4	SD	SD	D	Ukr.	No	6	Yes	-	No	No	4
3613022	3	4	1	D	A	D	Eng.	No	6	Yes	-	Yes	No	3
3616112	2	4	1	D	A	A	Eng.	No	-	Yes	-	No	Yes	2
3613062	1	4	2	D	D	A	Eng.	No	6	Yes	-	No	-	2
3614012	2	4	2	D	SA	D	Eng.	No	5	Yes	-	Yes	Yes	4
3612032	2	3	2	A	SA	D	Eng.	No	4	Yes	-	No	No	2
3612282	2	4	2	A	D	A	Eng.	Yes	4	Yes	-	Yes	Yes	1
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed			1. very good 2. satis-factory 3. so-so 4. poor

TABLE 132A

HIGH EXPECTATION PROFILE GROUP--GRADE 12 URBAN FEMALE

Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Subtests of Expectation Total Possible Scores									
						Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3622041	18	91(2)	4	5	251	25	21	22	15	18	32	32	40	21	25
3622151	17	--	4	5	249	25	22	24	17	19	25	38	37	19	23
3623391	16	136(?)	5	5	250	24	19	22	15	16	19	40	47	22	26
3623471	17	128(?)	-	-	244	28	22	24	16	17	20	36	38	19	24
3623111	17	119(?)	5	5	236	20	21	19	16	20	29	35	40	15	21
3624041	17	116(?)	3	5	240	25	20	22	14	15	23	36	45	17	23
3624141	17	117(?)	3	5	239	25	22	22	11	15	24	37	45	17	21
3623261	16	130(?)	3	4	239	24	18	19	16	16	24	38	43	16	25

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 132B

HIGH EXPECTATION PROFILE GROUP - GRADE 12 URBAN FEMALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3622041	1	1	2	SA	A	A	Eng.	Yes	-	Yes	-	Yes	Yes	1
3622151	2	4	-	SA	A	A	Ger.	No	-	Yes	-	No	Yes	2
3623391	2	4	1	A	D	D	Eng.	Yes	9	Yes	-	No	Yes	2
3623471	2	4	2	SA	SD	SA	Eng.	No	9	Yes	-	Yes	Yes	2
3623111	2	4	2	A	SA	SA	Eng.	No	9	Yes	-	No	No	2
3624041	2	4	1	A	A	A	Eng.	No	5	Yes	-	No	No	2
3624141	2	4	1	SA	D	D	Eng.	No	9	Yes	2	No	-	1
3623261	2	4	1	SA	SA	A	Eng.	No	7	Yes	-	No	No	2
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed			1. very good 2. satis-factory 3. so-so 4. poor

TABLE 133A

LOW EXPECTATION PROFILE GROUP--GRADE 12 URBAN FEMALE

						Subtests of Expectation Total Possible Scores									
Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3623151	16	116(?)	4	4	174	18	11	10	6	10	26	31	32	13	17
3623501	17	--	4	4	166	15	13	11	13	5	14	26	43	11	15
3624051	17	124(?)	5	3	177	21	15	13	8	12	19	31	34	10	14
3625081	17	118(?)	-	5	157	17	13	16	7	6	23	26	29	7	13
3626091	17	104(?)	3	2	170	12	11	12	6	6	22	36	40	8	17
3622031	17	105(2)	4	4	187	20	13	12	8	10	27	33	33	15	16
3623061	17	111(?)	5	3	185	20	14	14	7	7	27	33	38	9	16
3624211	17	90(?)	5	5	186	15	11	14	6	7	21	30	45	17	20

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 133B

LOW EXPECTATION PROFILE GROUP - GRADE 12 URBAN FEMALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class participation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3623151	2	1	2	D	D	A	Eng.	No	9	Yes	-	No	No	3
3623 01	3	4	3	A	D	A	-	Yes	-	No	-	Yes	-	1
3624051	2	4	2	D	A	SD	Eng.	No	7	Yes	-	No	No	3
3625081	1	4	4	SD	SA	D	Eng.	No	4	Yes	-	No	No	4
3626091	3	1	4	D	SA	D	Eng.	No	6	No	1	No	No	3
3622031	2	4	1	D	D	A	Eng.	Yes	6	Yes	-	No	No	3
3623061	3	3	3	A	A	SD	Eng.	No	7	No	3	No	Yes	3
3624211	3	2	1	A	D	A	Chi.	Yes	4	No	2	No	No	2
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disappointed			1. very good 2. satisfactory 3. so-so 4. poor

TABLE 134A

HIGH EXPECTATION PROFILE GROUP--GRADE 12 URBAN MALE

						Subtests of Expectation Total Possible Scores									
Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3626022	17	111(?)	4	2	234	23	21	21	13	13	27	37	42	16	21
3626072	18	147(?)	5	5	242	21	23	22	15	13	34	34	43	15	22
3626122	17	--	2	5	233	27	21	22	13	15	21	40	40	16	18
3624322	16	118(?)	5	3	235	19	17	19	11	12	34	31	45	23	24
3624342	18	105(?)	5	4	232	28	19	25	15	10	25	38	36	13	23
3622012	17	112(1)	4	5	239	24	17	25	15	21	20	39	36	16	26
3623192	17	99(?)	1	5	228	23	17	18	12	14	17	37	43	22	25
3623452	17	131(?)	5	5	226	22	15	19	13	15	34	36	43	12	17

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 134B

HIGH EXPECTATION PROFILE GROUP - GRADE 12 URBAN MALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3626022	1	4	2	D	D	A	Eng.	No	4	No	3	No	No	2
3626072	2	1	1	A	D	A	Eng.	No	6	Yes	-	No	Yes	3
3626122	2	4	4	D	A	D	Fr.	No	-	Yes	-	No	No	2
3624322	1	3	2	A	A	A	Ukr.	No	4	Yes	-	No	No	2
3624342	2	4	1	SA	SA	D	Eng.	Yes	4	Yes	-	No	Yes	1
3622012	2	1	1	A	A	SA	Eng.	No	9	Yes	-	Yes	Yes	3
3623192	1	4	1	SA	A	A	Eng.	Yes	-	Yes	-	Yes	Yes	2
3623452	1	4	2	A	D	A	Fr.	Yes	2	No	1	-	No	2
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed			1. very good 2. satis-factory 3. so-so 4. poor

TABLE 135A

LOW EXPECTATION PROFILE GROUP--GRADE 12 URBAN MALE

						Subtests of Expectation Total Possible Scores									
Student I.D.	Age	I.Q. & Test No. *	Gen. Ach. **	Fr. Ach. **	Total Exp. Score (312)	Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
3626012	17	132(?)	5	3	165	14	13	14	7	7	31	29	28	8	14
3622072	17	122(4)	5	3	164	13	11	11	5	6	28	32	40	8	10
3622122	17	--	4	4	167	14	10	12	7	7	19	35	38	9	16
3623022	17	104(?)	5	5	165	11	11	12	11	9	30	30	28	9	14
3623202	17	126(?)	4	2	173	17	9	11	7	7	29	33	33	9	18
3624412	17	111(?)	3	4	169	12	12	19	5	7	20	31	35	11	17
3625012	17	128(?)	4	3	171	15	12	12	6	7	19	34	37	9	20
3625111	17	115(?)	4	5	190	19	18	13	8	12	25	32	35	13	15

*1. Lorge-Th., 2. Otis, 3. Pintner, 4. Dominion, 5. Kuhlman-P., ? - Unknown
**1. less than 50%, 2. 50-59%, 3. 60-69%, 4. 70-79%, 5. more than 80%

TABLE 135B

LOW EXPECTATION PROFILE GROUP - GRADE 12 URBAN MALE

	Subtest of Opinions-Items 79-84						Biographical Data-Items 91-98							
Student I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class participation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Years of Fr. Study 93	Continue Fr. 94	If not why not? 95	Fr. Sp. Fr. 96	Visted Fr. Area 97	Rate Fr. prog. 98
3626012	3	3	4	D	D	A	Eng.	No	4	No	4	No	No	4
3622072	3	4	2	SD	SD	D	Eng.	No	5	No	3	No	No	2
3622122	3	2	4	D	D	A	Eng.	No	7	Yes	-	No	No	4
3623022	2	4	4	A	A	A	Eng.	Yes	7	No	3	Yes	Yes	2
3623202	2	4	2	D	D	A	Eng.	No	8	No	2	No	Yes	2
3624412	1	3	1	D	D	A	Eng.	No	4	Yes	-	Yes	No	2
3625012	2	1	2	D	A	A	Eng.	No	7	No	4	No	Yes	3
3625111	2	4	2	A	D	A	Eng.	No	9	Yes	-	No	No	2
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disappointed			1. very good 2. satisfactory 3. so-so 4. poor

APPENDIX G_2

TABLE 136A

HIGH EXPECTATION PROFILE GROUP--PARENTS

Parent I.D.	Total Expect. Score (312)	Subtests of Expectation Total Possible Scores									
		Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
21[illegible]61	302	32	28	28	20	24	36	38	44	24	28
2523383	288	29	25	27	18	22	33	43	42	23	26
2616031	290	28	25	24	17	22	35	44	46	23	26
2623221	280	23	17	25	20	19	36	43	45	24	28
2223331	282	25	27	26	18	17	36	39	48	20	26
2523542	272	26	21	27	20	17	31	44	43	19	24
2528163	270	22	20	23	15	17	35	44	48	24	22
2214301	272	26	21	27	18	21	30	44	41	21	23
2220011	282	30	23	27	17	19	35	40	41	23	27
2222071	274	25	24	23	15	18	36	43	45	21	24

TABLE 136B

HIGH EXPECTATION PROFILE GROUP - PARENTS

	Subtest of Opinions-Items 79-84							Biographical Data-Items 87-93					
Parent I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 87	Lived Fr. Area 88	Fr.-sp. Friends 89	Visited Fr.-sp. Area 90	Studied French? 91	Rate your own Fr. prog. 92	Rate your child's Fr. prog. 93
2111161	4	4	4	SD	SD	SD	Eng.	No	Yes	Yes	Yes	4	4
2523383	4	1	4	D	A	D	Eng.	Yes	Yes	Yes	Yes	2	3
2616031	4	4	1	SA	A	SA	Eng.	Yes	Yes	Yes	Yes	2	2
2223221	1	4	3	A	SA	D	Eng.	No	No	Yes	No	-	2
2523542	2	4	4	A	A	A	Eng.	No	No	No	Yes	3	2
2523542	1	3	-	-	-	-	Eng.	Yes	No	Yes	Yes	3	2
2528163	1	4	1	A	D	A	Eng.	No	No	No	Yes	4	3
2214301	3	4	2	A	A	D	Eng.	No	Yes	Yes	No	3	3
2220011	2	4	1	SA	A	SD	Eng.	Yes	Yes	Yes	Yes	2	3
2222071	2	4	2	D	A	D	Eng.	No	Yes	Yes	No	-	3
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree							1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed		1. very good 2. satis-factory 3. so-so 4. poor

TABLE 137A

LOW EXPECTATION PROFILE GROUP--PARENTS

Parent I.D.	Total Expect. Score (312)	Subtests of Expectation Total Possible Scores									
		Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
2326102	146	16	13	14	9	10	15	22	31	7	9
2127060	90	8	7	7	5	6	9	23	12	6	7
2619121	135	13	7	12	10	5	26	23	26	5	8
2322222	172	16	10	13	11	8	23	32	33	11	15
2210101	163	14	12	12	9	10	19	31	30	14	12
2612023	166	11	12	14	6	8	10	37	37	14	17
2512132	156	8	7	14	6	7	35	32	28	6	13
2613171	168	12	11	12	6	9	34	34	27	8	15
2214132	167	19	11	16	10	7	19	31	26	10	18
2512162	105	8	8	12	5	6	9	11	24	7	15

TABLE 137B

LOW EXPECTATION PROFILE GROUP - PARENTS

	Subtest of Opinions-Items 79-84						Biographical Data-Items 87-93						
Parent I.D.	If expectation unfulfilled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of time 83	Exp. of comp. 84	Home Lang. 91	Lived Fr. Area 92	Fr.-sp. Friends 89	Visited Fr.-sp. Area 90	Studied French? 91	Rate your own Fr. prog. 92	Rate your child's Fr. prog. 93
2326102	2	-	2	A	A	SA	Eng.	No	No	No	No	4	2
2127060	4	4	4	D	SD	SD	Eng.	No	No	No	No	-	4
2619121	4	4	4	SD	D	SD	Eng.	No	No	No	No	4	4
2322222	4	3	1	D	D	A	Eng.	No	No	Yes	No	-	3
2210101	4	1	2	SD	SA	SD	Eng.	Yes	No	Yes	Yes	4	4
2612023	4	1	4	SD	D	SA	Eng.	No	No	No	No	4	4
2512132	1	3	4	D	D	A	Eng.	Yes	No	Yes	Yes	3	3
2613171	2	-	1	A	A	SD	Eng.	No	No	No	No	-	4
2214132	3	4	4	D	D	D	Eng.	Yes	No	Yes	Yes	3	3
2512162	4	4	4	D	A	A	Eng.	No	No	Yes	Yes	4	2
Legends:	1. satisfaction 2. future study 3. h. s. credit 4. waste of time	1. supply words 2. repeat 3. gestures 4. speak slowly	1. often 2. unsure 3. worry 4. not unless have to	SA-Strongly agree A-Agree D-Disagree SD-Strongly disagree								1. poor grades 2. lack of interest 3. not needed for career 4. disap-pointed	1. very good 2. satis-factory 3. so-so 4. poor

APPENDIX G_3

TABLE 138A

HIGH EXPECTATION PROFILE GROUP--TEACHERS OF FRENCH

Teacher I.D.	Total Expect. Score (312)	Subtests of Expectation Total Possible Scores									
		Sub 1 (32)	Sub 2 (28)	Sub 3 (38)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
1410312	255	26	23	20	17	17	21	40	43	23	25
1510351	261	22	25	24	18	21	30	39	42	18	22
1320472	261	27	20	22	17	17	35	36	44	19	24
1510481	267	23	23	25	12	17	36	44	44	18	25
1220581	247	23	20	23	14	17	32	34	44	18	22
1310771	248	26	21	21	15	17	21	42	40	22	23
1210951	253	24	21	21	11	15	30	43	46	17	25
1410961	245	26	23	25	16	17	24	39	35	18	22
1321242	258	26	20	21	12	12	31	42	48	19	27
1511321	256	27	27	24	16	15	24	37	42	20	24

TABLE 138B

HIGH EXPECTATION PROFILE GROUP - TEACHERS OF FRENCH

	Subtest of Opinions-Items 79-84										Biographical Data-Items					
Teacher I.D.	expec-tation unful-filled 79	Most helpful thing 80	Class partici-pation 81	Retain French 82	Lack of Time 83	Exp. of comp. 84	Home Lang. 87	Lived Fr. Area 88	Fr.-sp. Friends 89	Visited Fr. Area 90	Yrs. of experience 91	French major 92	French Methods 93	Accredited 94	Rate spoken French 95	Own Fr. prog. 96	Rate student's prog. 97
1410312	2	4	4	A	A	A	Eng.	Yes	Yes	Yes	2	No	Yes	Yes	1	3	3
1510351	2	4	2	SD	A	A	Fr.	Yes	Yes	Yes	3	No	o	No	2	2	2
1320472	2	4	1	D	A	SD	Eng.	No	No	No	2	Yes	Yes	Yes	2	3	2
1510481	4	1	1	SA	SA	D	Fr.	Yes	Yes	Yes	4	No	Yes	No	1	1	1
1220581	2	1	1	A	SA	D	Eng.	No	Yes	Yes	3	No	Yes	No	2	1	2
1310771	2	3	1	SA	SA	SD	Eng.	Yes	Yes	Yes	2	Yes	Yes	No	1	1	3
1210951	2	1	4	A	SA	A	Eng.	Yes	No	Yes	2	No	No	No	3	2	2
1410961	2	4	1	A	A	-	Eng.	Yes	Yes	Yes	2	Yes	Yes	No	2	3	3
1321242	2	3	2	A	A	D	Eng.	Yes	Yes	Yes	3	Yes	Yes	Yes	1	1	2
1511321	2	4	2	D	A	SD	Eng.	No	Yes	No	2	No	No	No	3	2	2

Legends:

1. satisfaction
2. future study
3. h. s. credit
4. waste of time

1. supply words
2. repeat
3. gestures
4. speak slowly

1. often
2. unsure
3. worry
4. not unless have to

SA-Strongly agree
A-Agree
D-Disagree
SD-Strongly disagree

1. poor grades
2. lack of interest
3. not needed for career
4. disap-pointed

1. very good
2. satis-factory
3. so-so
4. poor

TABLE 139A

LOW EXPECTATION PROFILE GROUP--TEACHERS OF FRENCH

Teacher I.D.	Total Expect. Score (312)	Subtests of Expectation Total Possible Scores									
		Sub 1 (32)	Sub 2 (28)	Sub 3 (28)	Sub 4 (20)	Sub 5 (24)	Sub 6 (36)	Sub 7 (44)	Sub 8 (48)	Sub 9 (24)	Sub 10 (28)
1410012	193	15	14	18	9	8	24	36	40	10	19
1120531	165	15	12	16	9	9	25	27	29	8	15
1410652	182	17	16	15	9	9	12	31	37	13	23
1411032	181	18	15	20	11	7	16	32	34	13	15
1310622	184	28	13	18	15	17	12	18	31	17	15
1511071	190	21	17	21	13	11	11	32	28	16	20
1410641	192	19	15	16	7	9	26	36	34	13	17
1411402	192	19	18	18	12	14	22	26	31	12	20
1220322	196	20	17	20	12	12	27	28	30	12	18
1420372	191	24	16	22	9	12	9	32	36	10	21

TABLE 1399

LOW EXPECTATION PROFILE GROUP - TEACHERS OF FRENCH

	Subtest of Opinions-Items 79-84						Biographical Data-Items 87-94										
Teacher I.D.	expectation unfulfilled 79	Most helpful thing 80	Class participation 81	Retain French 82	Lack of Time 83	Exp. of comp. 84	Home Lang. 87	Lived Fr. Area 88	Fr.-sp. Friends 89	Visited Fr. Area 90	Yrs. of experience 91	French major 92	French Methods 93	Accredited 94	Rate spoken French 95	Own Fr. prog. 96	Rate student's prog. 97
140012	2	1	2	D	SA	A	Eng.	No	No	No	3	Yes	Yes	Yes	2	1	2
1120531	3	3	1	D	SA	SA	Eng.	Yes	Yes	Yes	1	Yes	No	No	3	2	2
1410652	3	4	4	D	SA	A	Eng.	Yes	Yes	Yes	2	Yes	Yes	No	1	1	3
1411032	2	4	4	D	SA	SD	Eng.	No	No	No	2	No	No	No	3	2	3
1310622	-	-	1	A	D	D	Fr.	Yes	Yes	Yes	2	Yes	Yes	Yes	1	1	2
1511071	2	1	1	A	A	D	Eng.	Yes	Yes	Yes	4	Yes	Yes	Yes	1	1	3
1410641	2	3	-	-	SA	SD	Eng.	No	No	Yes	2	No	No	No	3	3	4
1411402	2	4	2	D	D	A	Eng.	No	No	No	2	Yes	Yes	No	3	2	2
1220322	2	4	4	A	SA	SD	Eng.	Yes	Yes	Yes	3	Yes	Yes	No	1	3	3
1420372	2	3	3	D	A	D	Eng.	Yes	Yes	Yes	4	Yes	Yes	Yes	1	1	2

Legends:

1. satisfaction
2. future study
3. h. s. credit
4. waste of time

1. supply words
2. repeat
3. gestures
4. speak slowly

1. often
2. unsure
3. worry
4. not unless have to

SA-Strongly agree
A-Agree
D-Disagree
SD-Strongly disagree

1. poor grades
2. lack of interest
3. not needed for career
4. disappointed

1. very good
2. satisfactory
3. so-so
4. poor